DOCUMENT RESUME

ED 459 280 UD 034 579

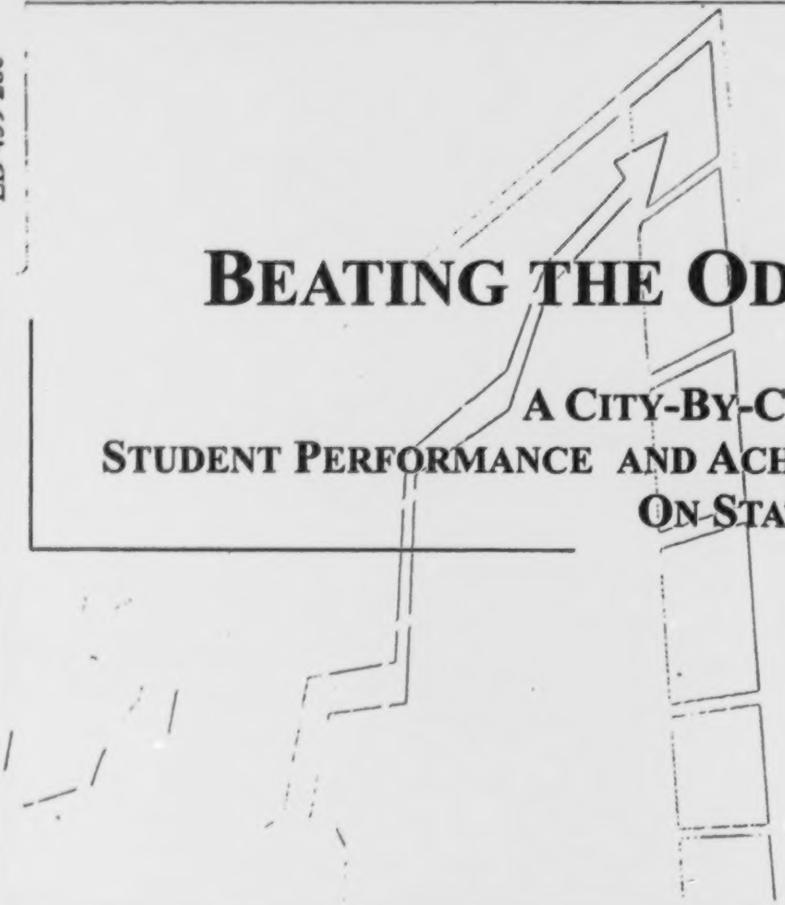
AUTHOR	Casserly, Michael
TITLE	Beating the Odds: A City-by-City Analysis of Student Performance and Achievement Gaps on State Assessments.
INSTITUTION	Council of the Great City Schools, Washington, DC.
PUB DATE	2001-05-00
NOTE	243p.
AVAILABLE FROM	Council of the Great City Schools, 1301 Pennsylvania Avenue, NW, Suite 702, Washington, DC 20004 ($20). Tel: 202-393-2427; Fax: 202-393-2400; Web site: http://www.cgcs.org.
PUB TYPE	Numerical/Quantitative Data (110)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Academic Achievement; Black Students; Elementary Secondary Education; Hispanic American Students; *Inner City; Limited English Speaking; Mathematics Achievement; *Minority Group Children; Poverty; Racial Differences; Reading Achievement; Standardized Tests; *State Standards; *Urban Schools; White Students
IDENTIFIERS	African Americans; Latinos

ABSTRACT

This report examines how inner-city schools are performing on the academic goals and standards set by the states. Researchers investigated student achievement in math and reading and measured achievement gaps between cities and states, African Americans and Whites, and Hispanics and Whites. The report focuses on whether urban schools have made progress with recent reforms and which districts have made the most progress. It presents district-by-district achievement data on 55 city school systems in reading and math, by grade and by race/ethnicity. Overall, urban schools enroll students who are 50 percent more likely to be poor and three times as likely to be learning English. They enroll about 30 percent of all minority students and 14 percent of all students nationwide. Average per-pupil spending in urban schools has slipped to a few dollars below the national average. Urban schools have made meaningful gains in math scores. Gains in reading are evident, though they are not as clear or as consistent. Gaps in both reading and mathematics achievement in urban schools may be narrowing. Urban school mathematics and reading achievement remain below the national average. Data sources and formulas used for computations are attached. (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 459 280



BEATING THE ODDS:

A CITY-BY-CITY ANALYSIS OF STUDENT PERFORMANCE AND ACHIEVEMENT GAPS ON STATE ASSESSMENTS

Council of the Great City Schools *May, 2001*

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY
T. Vale-Cruz
Council of the Great City Schools
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
2A

Council of the Great City Schools

BEST COPY AVAILABLE

UD034579

BEATING THE ODDS:

A CITY-BY-CITY ANALYSIS OF STUDENT PERFORMANCE AND ACHIEVEMENT GAPS ON STATE ASSESSMENTS

The Council of the Great City Schools is a coalition of 55 of the nation's largest urban school systems. Its Board of Directors is composed of the Superintendent of Schools and one School Board member from each member city. An Executive Committee of 24 individuals, equally divided in number between Superintendents and School Board members, provides oversight of the 501(c)(3) organization in between Board meetings. The mission of the Council is to advocate for and to assist in the improvement of public education in the nation's major cities. To meet that mission, the Council provides services to its members in the areas of legislation, research, communications, teacher recruitment, curriculum and instruction, and management. The group convenes two major conferences each year on promising practices in urban education; conducts studies on urban school conditions and trends; and operates ongoing networks of senior managers in each city with responsibility in such areas as federal programs, operations and finance, personnel, communications, curriculum, research, technology, and others. The Council was founded in 1956 and incorporated in 1961, and has its headquarters in Washington, D.C.

Chair of the Board
Clifford Janey, Superintendent
Rochester Public Schools

Chair-Elect
Manuel Nunez, School Board
Fresno Public Schools

Immediate Past-Chair
Becky Montgomery, School Board
St. Paul Public Schools

Executive Director
Michael Casserly

Achievement Gaps Task Force

Chair
Clifford Janey, Superintendent
Rochester Public Schools

Co-Chair
Jesse Martinez, School Board
Fort Worth Independent School District

ACKNOWLEDGMENTS

The Council of the Great City Schools thanks our superintendents, school board members, research directors, and staff for their courage in producing this report and for their commitment to our urban schoolchildren.

Report written by

Michael Casserly

Data collection, analysis, and layout by

Sharon Lewis
Jack Jepson
Nicole Baker

Editing by
Nancy Kober

TABLE OF CONTENTS

TABLE OF FIGURES i

EXECUTIVE SUMMARY iii

INTRODUCTION 1

METHODOLOGY 5

SECTION A

1. MATH ACHIEVEMENT AND GAPS: WHERE WE ARE TODAY 8
2. READING ACHIEVEMENT AND GAPS: WHERE WE ARE TODAY 17
3. STUDENT DEMOGRAPHICS AND FINANCE: WHO WE ARE 26
4. WHY WE ARE IMPROVING AND WHAT'S NEXT 35
5. SYNTHESIS AND DISCUSSION 40

SECTION B

DISTRICT PROFILES 45

SECTION C

DATA SOURCES 231

CALCULATIONS 233

APPENDICES 235

TABLE OF FIGURES

Figure 1. Percentage of Cities with Gains in Math 9
Figure 2. Percentage of Grades with Gains (or Declines) in Math 11
Figure 3. Percentage of Each Grade with Gains in Math 12
Figure 4. Percentage of Selected Grades Narrowing Achievement Gaps in Math 13
Figure 5. Percentage of 4th, 8th, and 10th Grades Narrowing Achievement Gaps in Math by Race... 14
Figure 6. Percentage of Selected Grades Narrowing Achievement Gaps in Math Faster than State . 15
Figure 7. Percentage of Cities with Gains in Reading 18
Figure 8. Percentage of Grades with Gains (or Declines) in Reading 19
Figure 9. Percentage of Each Grade with Gains in Reading 21
Figure 10. Percentage of Selected Grades Narrowing Achievement Gaps in Reading 22
Figure 11. Percentage of 4th, 8th, and 10th Grades Narrowing Achievement Gaps in Reading by Race 23
Figure 12. Percentage of Selected Grades Narrowing Achievement Gaps in Reading Faster than State 24
Figure 13. Great City School Enrollment Compared with the Nation 27
Figure 14. Great City School Free Lunch Eligibility Rate Compared with the Nation 28
Figure 15. Great City School English Language Learner and Disability Rates Compared with the Nation 29
Figure 16. Great City School Enrollment by Race Compared with the Nation 30
Figure 17. Expenditures Per Pupil in the Great City Schools Compared with the Nation 31
Figure 18. Percentage of Great City Schools Above and Below State Current Per Pupil Expenditures 32
Figure 19. Average Number of Great City School Students Per Teacher and School Compared with the Nation 33

EXECUTIVE SUMMARY

The Council of the Great City Schools has prepared this study, *Beating the Odds*, to give the nation a first glimpse of how inner-city schools are performing on the academic goals and standards set by the states for our children. This analysis examines student achievement in math and reading. It also measures achievement gaps between cities and states, African Americans and Whites, and Hispanics and Whites. Finally, the report looks at progress. It asks two critical questions: "Have urban schools made progress with the reforms of the last several years?" and "Which districts have made the most progress, and how have they done it?"

The answers are important to both urban schools and the whole nation. The results of the recently released Third International Mathematics and Science Study (TIMSS) suggest that America will never be first in the world educationally unless its major city school systems achieve at higher levels. The report was a wakeup call to a nation that is used to sleeping through every alarm bell sounded.

This report presents district-by-district achievement data on 55 city school systems in reading and math, by year, by grade, and by race/ethnicity. These systems are located in 35 states. In recent years, nearly all states have set standards for student performance in core subjects and have enacted or revised statewide assessments to measure progress toward these standards.

In general, *Beating the Odds* found encouraging evidence that the Great City Schools have made meaningful gains in math scores on state assessments. This study also found gains in reading on state assessments, but they were not as clear or as consistent with other nationally available evidence.

The findings in *Beating the Odds* are preliminary and leavened with caution. The nation does not have an assessment system that allows our questions to be answered with certainty.

Still, the data from this report indicate that answers are emerging. The results mirror other national studies in ways that suggest that urban schools may have finally established a beachhead on the rocky shoals of reform. Some data look better than others. Progress in math is different from that in reading. Some cities have made more gains than others. Not all grades have improved at the same rates. Not all gaps are closing. But the data indicate progress. Moreover, the findings suggest what to do next.

This report is the nation's first look at how its major city school systems are performing on the state assessments devised to boost standards, measure progress, provide opportunity, and ensure accountability for the results. Data are presented city-by-city, year-by-year, and grade-by-grade on each state test in mathematics and reading. Data are also reported by race/ethnicity in cases where the state reports it publicly. The report also shows important demographic and financial data. Included are enrollment data by race/ethnicity, poverty rates, percentages of English language learners, and average per pupil expenditures. Changes in these variables are also presented. Data are presented for each city and state.

WHERE WE ARE TODAY: KEY FINDINGS

To assess achievement in the Great City Schools, the Council analyzed state assessment data from a variety of perspectives.

First, we examined test data at the *district* level for all of the Great City School systems. For reading and for math, we sought to determine the percentage of member districts that had improved: (a) in *all* grades tested; (b) at *faster* rates than the statewide average in *all* grades tested; (c) in *half or more* of the grades tested; and (d) at *faster* rates than the statewide average in *half or more* of the grades tested.

Second, the Council analyzed aggregate data across *grade levels* for the Great City School districts. We were seeking to determine the percentage of grades that showed: (a) improvements in reading or math; (b) improvements at rates faster than the statewide average; and (c) declines in performance. We also wanted to identify which grades tested were more likely to show improvement.

Third, the Council looked at *racial/ethnic gaps* in student scores on state assessments. We aimed to determine the percentage of grades in the Great City School districts that have reduced racial achievement gaps and to discern which grades were making the most progress in narrowing these gaps.

Six major findings about academic achievement in urban schools emerged from the Council's study:

Finding 1: Mathematics achievement has improved in urban schools.

The Council's analysis of math achievement scores on state assessments shows that—

- About 92% of the Great City School *districts* increased their scores in more than half the grades tested on their state assessment.
- About 47% of Great City School *districts* increased their math scores in more than half the grades tested at a faster rate than the statewide average.
- Approximately 86% of all *grades* tested in the Great City Schools on state assessments showed gains in math scores.
- 44% of all grade levels tested in the Great City Schools improved their math scores at a rate faster than the statewide average gains.

Two other studies by the Council of the Great City Schools corroborate the general trend of improving urban math scores. The first, released earlier this year, examined trends over the last decade in scores on the ACT college entrance exams. This study showed that ACT math scores in city schools improved markedly between 1990 and 1999. The second study, completed in 2000, analyzed central city math trends on the state administrations of the National Assessment of Educational Progress (NAEP). This analysis found statistically significant gains in math performance between 1992 and 1996 among central city schools. Both studies also showed national gains in math achievement.

Finding 2: Gaps in math achievement in urban schools may be narrowing.

The persistence of gaps between the average test scores of students from different racial/ethnic groups is a serious concern. These gaps exist in both math and reading. The issue has intensified since states have adopted higher academic standards and more rigorous assessments. Preliminary evidence from the Council's analysis shows progress in reducing these gaps in some city schools.

- In math, 55% of the 4th grades in the Great City schools narrowed the achievement gap between *White and African American* students. About 48% of 8th grades reduced the White-Black gap; and 47% of 10th grades narrowed the gap.
- In math, 59% of the 4th grades in the Great City schools narrowed the achievement gap between *White and Hispanic* students. About 48% of 8th grades reduced the White-Hispanic gap; and 76% of 10th grades narrowed the gap.
- Math achievement gaps between *White and African American* students narrowed in 36% of the grade levels tested at a rate faster than the applicable statewide average.[1]
- Math achievement gaps between *White and Hispanic* students narrowed in 45% of the grade levels at a rate faster than the statewide average.[2]

Finding 3: Urban school achievement is below the national averages in math.

Despite significant gains in math performance, urban schools as a group still score below national averages. How much lower depends on the city, the state, and the test examined.

It is noteworthy, however, that in 2000, eight major city school systems (16% of the Great City districts) had average math scores in at least half the grades tested that were the same as or higher than the average score for their respective states. These systems are Albuquerque, Broward County (Ft. Lauderdale), Hillsborough County (Tampa), Orange County (Orlando), Portland, San Diego, San Francisco, and Seattle. Three of these cities (Albuquerque, Hillsborough, and San Francisco) had higher scores than the statewide average in *all* grades tested. All other cities scored lower than their states by varying degrees.

This finding is corroborated by other studies. The average ACT math score in the Great City Schools was 19.0 in 1999, compared with 20.7 nationally. The average SAT I math score in the Great City Schools was 468, compared with 512 nationally. The average AP calculus (BC) score was 3.3, compared with 3.5 nationally. And about 45% of Great City School students in grades 2-11 scored above the norm on the SAT-9, compared with 50% nationally.

---

[1] Percentage based on 24 of 67 grades in 23 cities. (See appendix for list of cities.)

[2] Percentage based on 30 of 66 grades in 23 cities. (See appendix for list of cities.)

Finding 4: Reading achievement in urban schools has improved on state tests.

Reading has generally received less emphasis than math in recent education reforms. It is not surprising, then, that reading performance has been relatively flat for the nation as a whole, according to the National Assessment of Educational Progress (NAEP).

Reading achievement scores on assessments designed by the states present a somewhat more encouraging picture than NAEP. Approximately 74% of the grades tested in the 35 states studied for this analysis show improvements in reading scores on state assessments. These gains are also reflected in the reading scores in the Great City Schools. The Council's analysis noted the following key trends:

- About 80% of Great City School districts increased their reading scores in more than half the grades tested on their state assessment.
- About 34% of Great City School districts increased their reading scores at a faster rate than the statewide averages for more than half the grades tested on their state assessment.
- Approximately 74% of all grades tested in the Great City districts showed increased reading scores.
- Some 41% of all grades tested showed faster gains in reading scores than the statewide gains.

While encouraging, these gains in reading are not as strongly corroborated by other studies as the gains in math.

Finding 5: Gaps in reading achievement in urban schools may be narrowing.

The modest gains in reading achievement among the cities appear to be occurring without additional widening of the racial/ethnic achievement gap. Not all states publicly report their data by race, but among those that do, the results are encouraging:

- Some 68% of 4th grades in the Great City Schools narrowed the achievement gap in reading between *White and African American* students. About 67% of 8th grades narrowed the Black-White gap; and approximately 76% of 10th grades narrowed the gap.
- Some 59% of 4th grades in the Great City Schools narrowed the achievement gap in reading between *White and Hispanic* students. About 71% of 8th and 10th grades narrowed the Hispanic-White gap.
- Reading achievement gaps between Whites and African Americans were reduced in 51% of Great City School grades at rates faster than statewide averages.
- Reading achievement gaps between Whites and Hispanics were reduced in 49% of Great City School grades at rates faster than statewide averages.

Finding 6: Urban school achievement in reading remains below the national average.

Despite the apparent gains on state assessments, urban test scores in reading remain below state or national averages. The average reading scores in the cities also appear to be somewhat lower than the average math scores—probably because inordinately large percentages of urban students are learning English as their second language.

Only five major cities (10%) have average reading scores in at least half of the grades tested that are the same as or higher than their respective state average in 2000. They are Albuquerque, Hillsborough County (Tampa), Portland (OR), San Diego, and San Francisco. Four of these cities (Albuquerque, Hillsborough, San Diego, and San Francisco) had higher scores than statewide averages on all grades tested.

WHO WE ARE TODAY: KEY FACTORS THAT SHAPE THE URBAN CONTEXT

Big-city systems are different demographically from other schools. Moreover, they operate in political environments that are often more complex, contentious and competitive than those of smaller systems.

These contextual differences are significant and should be considered in any study of urban school achievement. The Council's analysis identified three broad factors that warrant attention in future policy discussions about improving achievement in the Great City Schools.

Factor 1: The nation cannot raise achievement across the board without paying attention to the significant percentage of students enrolled in urban schools.

In school year 1998-99, the Great City Schools enrolled 14.2% of the nation's public school students. (This percentage is about the same as in 1995-96.) The share of U.S. students who attend urban schools is large enough to influence the overall educational performance of the nation.

Factor 2: Students in urban schools are more likely than other students to be African American, Hispanic, or Asian American; to come from low-income families; and to come from non-English speaking homes.

The Council's analysis revealed the following demographic characteristics of urban students: These factors have changed only slightly in recent years.

- About 70% of students in Great City Schools are African American or Hispanic, compared with 32% nationwide.
- The Great City Schools saw a slight decrease in the percentages of students who were African American and White, but increases in Hispanic and Asian American students.
- Some 92% of the nation's Great City School systems have poverty rates above their statewide average, and 85% have higher percentages of English language learners.

Factor 3: There has been substantial erosion in expenditures on urban schools.

One of the most startling and important findings of this study relates to the declining financial investment in urban public schools. Using data from the National Center for Education Statistics, our analysis found the following evidence of declining funding for urban schools—

- The average per pupil expenditure in the Great City Schools is now at or slightly below the national average.
- The percentage of all education spending that states devoted to their major city school systems declined from 15.2% to 14.1%.

WHY WE ARE IMPROVING: OBSERVATIONS FROM URBAN DISTRICTS

Urban schools are making progress toward the performance benchmarks that states have established. This seems to be occurring for a variety of reasons.

Observation: Many urban school leaders attribute the gains to higher standards; strong and stable leadership; better teaching; more instructional time; regular assessments; stronger accountability; parental and community support; and efficient management.

Although these steps appear to be important, it is difficult to make a causal link between any one factor and higher test scores, because many changes are occurring simultaneously in urban education. The Council of the Great City Schools is conducting additional research to explore these relationships.

We do know that a number of cities stand out as having made convincing progress on their state assessments. We also know the major elements of reform in these cities. Identifying the policies and practices of higher-achieving urban districts is an important step in the larger effort to accelerate reading and math gains across all cities.

Below is a sample of cities that appear to be making across-the-board gains and brief description of what they are doing:

- **Charlotte-Mecklenburg** improved its reading and math scores on the North Carolina End-of-Grade Tests between 1997 and 2000 in grades 3-8. Improvements in reading and math were faster than those posted by the state in four of the six grades tested. The district was one of the first cities in the nation to adopt higher standards, and it has moved aggressively to reduce racial/ethnic achievement gaps. The district has stable leadership, an innovative pre-school program, and extensive teacher professional development.
- **Houston** improved its reading and math scores on the Texas Assessment of Academic Skills (TAAS) between 1994 and 2000 in grades 3-8 and grade 10. Gains in reading faster than the state average gains in all grades tested. Gains in math were faster in six of seven grades tested. Racial/ethnic achievement gaps narrowed substantially at each grade level. The goals, curriculum, and assessment systems in the district are highly aligned. The district has stable leadership, a highly regarded reading initiative, and extensive summer and weekend classes.

- **Sacramento** improved its reading and math performance on California's statewide test in every grade from 3-11. Gaps have also narrowed. The district has pursued a very aggressive strategy to raise standards, align curriculum, strengthen professional development, and lower class sizes. The district also has strong stable leadership.

- **Fort Worth** improved its TAAS reading and math scores between 1994 and 2000 in grades 3-8 and grade 10. The district has also reduced racial achievement gaps at rates that must be among the fastest in the nation. The district has improved its overall reading scores faster than the state in grades 3-5. The district, whose leadership is also stable, uses a blend of strategies that include instructional support teams, reconstitution, professional development, strong reading and math initiatives, and a relentless focus on student achievement.

- Other cities have improved both their reading and math scores in every grade tested by the state, including **Baltimore, Birmingham, Boston, Dallas, Fresno, Milwaukee, Minneapolis, Los Angeles, Portland, San Diego, Seattle, and St. Paul.**

Several cities also narrowed racial achievement gaps in reading and math in all or almost all grades tested by the state, including **Charlotte-Mecklenberg, Dallas, Fort Worth, Houston, and Miami-Dade County**.

WHAT'S NEXT: CRITICAL ACTIONS TO ACCELERATE URBAN PROGRESS

These findings are encouraging but preliminary. The Council's work to date suggests particular actions that should be taken in the coming months.

Action 1: The Council of the Great City Schools will continue to study and track urban school progress on state assessments.

The Council plans to conduct regular studies over the next several years. A key research project is already underway: the Council, in collaboration with the Manpower Development Research Corporation (MDRC), is conducting case studies in several of the districts described above to determine why some cities are improving faster than others. Initial results will be available in October 2001. The Council will use these results to develop a strategic program and technical assistance to accelerate achievement in the Great City Schools, so that all cities are improving at faster rates than their states.

Action 2: States should collect assessment data in forms that can be disaggregated and compared to develop portraits of progress.

The data that form the basis of this study were sometimes difficult to extract and have some serious limitations. Data are not comparable from state to state. Test results are reported using scale scores, formats, and statistical units that are not equivalent. Not all states publish their results by race or sex. Test participation rates are usually not available. Some state tests are not as rigorous as others. And it is impossible to determine the *magnitude* of improvement or decline from the current array of state tests. Despite the large volumes of data collected, we cannot tell with the certainty we would like what is happening with achievement in the cities. More efforts to develop some type of common metric are needed.

Action 3: The states and federal government can help by redressing the disparities in resources available for educating urban children.

Our goal is to close the gap between urban schools and the rest of the nation and to ensure that all urban children attain high standards. To reach this goal, the major cities must progress more rapidly than everyone else. Some cities are doing just that, but it is hard to imagine that urban schools as a group can overcome the challenges of poverty and language with fewer resources than districts with lesser needs and greater resources. We must reverse the decline in the resource base available to urban schools. This is a job for the nation as a whole.

Action 4: City schools need to strengthen their systemwide strategies for improving instruction.

Urban school systems need to set fewer, clearer goals focused on high standards and good instruction; strengthen supports for teachers and leaders; develop school climates conducive to learning; establish stronger accountability systems; increase community involvement; and strengthen management.

SUMMARY OF FINDINGS

	Math	Reading
% Cities w/All Grades Improved	47%	35%
% Cities w/All Grades Improved Faster than State	4%	6%
% Cities w/At Least 50% Grades Improved	92%	80%
% Cities w/At Least 50% Grades Improved Faster than State	47%	34%
% Cities w/At Least 50% Grades Above State	16%	10%
% Grades Tested Improved	86%	74%
% Grades Tested Improved Faster than State	44%	41%
% Grades Tested Declined	11%	21%
% 4th Grades Improved	76%	79%
% 8th Grades Improved	83%	60%
% 4th Grades Closing Gap between Whites and African Americans	55%	68%
% 4th Grades Closing Gap between Whites and Hispanics	59%	59%
% 8th Grades Closing Gap between Whites and African Americans	48%	67%
% 8th Grades Closing Gap between Whites and Hispanics	48%	71%
	GCS	**USA**
% Enrollment Free & Reduced Lunch Eligible	60.8%	38.0%
% Enrollment English Language Learners	21.9%	7.6%
% Enrollment Students of Color	76.1%	37.1%
Current Expenditures per Pupil	$6,175	$6,189

INTRODUCTION

The movement to reform education in the U.S. is fundamentally about improving urban public schools. Conversations about standards, testing, vouchers, charter schools, funding, equity, desegregation, governance, privatization, social promotions, and accountability are discussions—at their core—about public education in the cities.

It is a national debate worth having, for nowhere does the national resolve to strengthen its educational system face a tougher test than in its inner cities. There, every problem is more pronounced; every solution harder to implement. From teacher shortages to drug abuse, from dilapidated buildings to dropouts, urban school leaders, administrators and teachers face challenges each day that would overwhelm any organization, public or private.

These burdens, moreover, are borne disproportionately by African American and Latino children, including those who are disabled or learning English, and those who live in the poverty-stricken cores of America's major cities.

The obstacles to learning in the cities, while well known, are neither exaggerations nor excuses. Overcoming them demands both systemic and targeted solutions, developed in the context of enormous diversity and scarce resources and focused relentlessly on student achievement.

As recently as five years ago, progress in urban education was at a standstill. Critics noted that performance was stagnant and that urban systems seemed hindered by structural problems in such areas as budgeting and resource allocation, governance, labor and management relations, assessment and accountability, politics, and overlapping regulations.

Urban schools seemed to have tried everything and come up short: thousands of compensatory education programs, hundreds of curricular changes, countless social interventions, numerous parental involvement strategies, all at a cost of millions of dollars. Among many observers, there was the nagging fear that the struggle was lost and the effort wasted.

What happened, of course, is that the public reminded educators—particularly those in cities—why they were in business in the first place and what they were being held responsible for delivering. Two surveys by the Council of the Great City Schools, a coalition of the nation's largest urban public school systems, tell the story. The first survey, done in 1992, asked urban school leaders about the top priorities of their systems; the results showed that academic achievement was not among the first five priorities. Instead, priority went to health care, social service delivery and other related concerns—none of them academic. The second survey, done in 1995, showed the opposite picture: academic performance and student achievement ranked as the highest priorities of urban school leaders and social services ranked lowest.

Not only had priorities changed, but the outlook for meeting the academic challenges had brightened as well. The end of the 1996-97 school year showed the first fragile signs that a turn-around of urban public schools across the nation had started.

Why should the nation care about urban educational reform? The answers are not complicated. First, our economic and global primacy depends on the productivity of the children now being educated in our city schools. America's urban children make up too large a portion of our nation's future to ignore them. Second, the most recent Third International Math and Science Study made it clear that the United States was never going to be the first in the world educationally without improving the achievement of its urban children. Third, the nation has a moral imperative, grounded in the Constitution, to strive for individual justice and equality for all its citizens, and education is the soundest way of endowing those rights.

In short, our city schools are as basic to the national welfare as America's military hardware is to the national defense. The nation's inattention to the needs and promise of its urban youth, however, is a spiritual failure of the first rank and a catastrophic strategic mistake that saps our strength and dilutes our will.

Urban schools know that it is not enough to assure people that we are working hard to meet high standards or to say that the public's money is worth the investment, although both are surely true. We must back up those assurances with results—concrete, verifiable documentation that our efforts to improve education in the cities is paying off and that the public's money is being well spent.

This emphasis on results is the foundation of the educational standards movement. High standards for academic achievement must be set to ensure that people are equipped to function in the information age. Progress must be measured by rigorous testing to ensure that no one falls behind. Adults must be held accountable for preparing all students to meet those standards. And students must be provided with the opportunities to meet those standards.

In recent years, states have established standards for what students should know and be able to do in core academic subjects. States have implemented their own accountability measures and assessments to measure the progress of all the state's students toward these standards.

This report provides an initial status report on the performance of the Great City Schools on the assessments used by the states in which they are located. It seeks to answer the question, "Are urban schools improving?" With this report, the Council intends to provide a straightforward picture of urban school progress to the public, the press, policymakers, educators, and everyone with a stake in education reform.

The report is divided into three sections:

- The first section explains the purpose of the report, the methods used to analyze the data, and the limitations of that data. It lays out the main findings emerging from the Council's analysis of state assessment data and other information. It also presents graphs and bullets showing critical trends in urban student achievement, changes in urban school demographic conditions, and changes in levels of investment in urban schools.
- The second section contains profiles for each of the 55 member school districts of the Council of the Great City Schools. Each profile includes demographic data for the district and the state, trends in expenditures, and limited staffing data. Also included are data on trends in reading and math achievement on the state assessments, by grade and by race/ethnicity where available.
- The third section, the Appendix, identifies the sources of the data and the formulas used for computations.

The point of measuring student progress and making it widely available is, of course, to channel help to the students, schools, and communities that need it most—and to honestly confront shortcomings and pursue needed improvements. This report is a first look. It will show the shortcomings. It will also ask for the help. This study is not only a report card on urban education; it is also a report card on the nation and its commitment to leave no child behind.

METHODOLOGY

METHODS FOR COLLECTING AND ANALYZING ASSESSMENT DATA

This report presents district-by-district achievement data on 55 city school systems in reading and math, by year, by grade, and by race/ethnicity. These data were collected from a number of sources. The staff of the Council of the Great City Schools gathered state assessment results from state websites, reports, and databases. Each state's website was searched for information that described its assessments, the grades and subjects in which the tests were administered, the years in which the tests were given, the format or metric in which results were reported, and the changes in test forms or procedures. The decision was ultimately made to include data only for reading (or language arts) and math in this report, because all states reported results in these subject areas.

Assessment data were then examined to determine the number of years the state had administered the tests to ensure that the report included only results that were comparable from year to year. Data were eliminated if states changed tests or significantly modified their guidelines about which students to test. Illinois, for example, changed tests in 1999, so results before then were eliminated. The instrument in place for Spring 2000 testing was the one used in this study to report trend lines.

Data were also collected by race/ethnicity, where reported by the state. Not all states report their disaggregated data, even if they gather it. Results for African American, Hispanic and White students are included in this report. Results for Asian American students were not included because of inconsistent reporting by states.

Each district's progress has been converted into an annualized change score. Achievement data reported in percentile units, however, were converted into "normal curve equivalents" (NCE's) before an annualized rate was calculated. The annualized change rates were juxtaposed against the state's progress over the same period so the reader could compare the district's rate of progress with that of the state. The same comparisons were made by race/ethnicity, except that the sheer volume of disaggregated data precluded using every grade. This study therefore focused on achievement gap data in reading and math for grades 3 or 4, 7 or 8, and 9 or 10, whichever was more frequently tested.

In addition to the data presented for individual districts, aggregate test results are shown for states, cities, and grade levels. This was done by counting the number and percentage of states, cities, and grades that moved up or down over the test period.[3] The analysis shows the number of cities that have improved in reading and math in half or more of the grade levels tested and those that have improved at a faster rate than their respective states. Cities are not ranked by performance, nor are test results in one state or city compared with any other. Each state uses its own assessment instrument, and each reports its results in different metrics. Nor have the states have been testing their students for the same lengths of time. Comparisons *within* a given state should also be made cautiously.

Finally, the individual profiles for some districts include local assessment data, in addition to the statewide assessments. This was done to provide a broader context for the state results and to supplement the short-term trend data for states that have only recently implemented their assessments. The local test data is included only in the individual profiles; it is not included in the summary tables and graphs in Chapter 1.

---

[3] This method was also used in *The Brown Center (Brookings Institution) Report on American Education: How Well Are American Students Learning?* to determine the number of states that showed progress and to assess whether trends were dependent on the type of test given.

LIMITATIONS OF ASSESSMENT DATA

The assessment data presented in *Beating the Odds* have a number of serious limitations.

1. It is not possible to compare assessment data across states. Each state has developed its own assessment, test administration guidelines, testing timelines, grades to be tested, etc. It is not technically sound to compare districts across state lines.

2. Trend lines may vary in duration from state to state. Some districts have trend data spanning four to six years, while others may have data for just two years. This is because states have been administering their tests and reporting their results for different periods of time.

3. No tests of statistical significance were conducted on test score growth rates, nor are standard errors of measurement included in this report. Most states do not publish the statistics necessary to make these calculations.

4. The number of students tested was not reported, nor was the number of students enrolled in each grade. Although some states identify the number of students tested, it was not feasible to determine the number enrolled in each grade during the testing period. Including the number of students tested would have had little, if any, meaning without also including the numbers enrolled in the same grades during the time the test was given.

5. Each state reports its results in differing metrics or statistical units. The metrics can affect how good or bad the scores look and can influence the direction of trends. For the most part, the Council used NCE's, scale scores, or achievement levels. We recognize that scores on any given district might vary if another metric was selected. In general, we selected the metric that was most prominently reported by the state on its website.

6. Tests may vary in their degree of difficulty. This report did not attempt to analyze the difficulty or rigor of a state assessment. A state with a challenging test may produce lower district scores, while a state with an easy test may have higher district scores.

7. Each state also has different ways of defining performance levels on its tests. Although states often use similar terminology for the various performance levels (i.e., advanced, proficient, basic, and below basic), these terms do not always mean the same things. A level of student performance that is considered "proficient" in one state may be "basic" in another.

8. The data are limited by what each state publicly reports. There may be circumstances where the data in this report are incomplete because the state has not posted all of its findings on its website or has not broadly circulated reports containing the findings.

Because of these limitations, the Council checked the main findings by commissioning an analysis of central city NAEP trends since 1992. This was done to determine if state assessment results were corroborated with NAEP data and other indicators.

DEMOGRAPHIC, STAFFING, AND FINANCIAL DATA

To place the academic gains in context, the Council collected additional data on district demographics, staffing, and financing. This information came from various databases of the National Center for Education Statistics, including the *Digest of Education Statistics*, the Common Core of Data, *Characteristics of 100 Largest Public Elementary & Secondary School Districts,* and other sources. The Appendix of this report has a complete listing of data sources for all contextual data. Trends for each variable are shown for school years 1995-96 and 1998-99 (the most recent year for which data are available). Thus, the period for this contextual data is somewhat different from the years for which test scores were reported.

Once the data were collected, the Council prepared preliminary profiles on each member city. Profiles were mailed to the superintendent, board representative, and research director of the member districts. Districts were asked to review the data, submit corrections, and add clarifying comments and end notes.

Corrections to the profiles were then made. No district adjusted any of the statewide achievement reports, but some did provide clarifying information about changes in state practices and reporting. A number of corrections were made to NCES demographic and staffing data. The Council made those corrections but noted them with an asterisk, so readers would know which data came from the NCES and which were adjusted by the individual school systems. The Council decided to retain all NCES finance data to maintain the highest level of comparability. Some finance data are footnoted, however, to show clarifications noted by the districts.

1. MATH ACHIEVEMENT AND GAPS: WHERE WE ARE TODAY

IMPROVING MATH ACHIEVEMENT: A NATIONAL PRIORITY

During the past 15 years, the nation has placed high priority on boosting the performance of U.S. students in mathematics and science. These efforts actually date back to the Sputnik era of the late 1950s, but they intensified in the mid-1980s when America's preeminence was being threatened by the thriving economies of Japan and Western Europe. Corporate leaders, governors, and other groups published a flood of reports citing educational deficiencies as the source of our economic problems and calling for national action.

Congress responded by passing the Eisenhower math and science education program in 1984. In 1989, the White House and the nation's Governors convened a National Education Summit in Charlottesville, Virginia, where President George H.W. Bush and the Governors reached consensus on the need to develop national education goals. One of the goals emerging from this process was to make the United States first in the world in mathematics and science achievement by the year 2000. During this same period, the National Council of Teachers of Mathematics established the first benchmarks for what students should know and be able to do in mathematics, stimulating a movement to set academic standards that has dominated education reform for the past decade.

These efforts at the national level have paid dividends: overall student achievement in mathematics has gone up in recent years. **The Council of the Great City Schools examined state assessment results to determine whether urban public school systems were also making progress in mathematics. The short answer is yes. There are strong indicators that math achievement is rising in the majority of grades in most urban districts.**

TRENDS IN MATH ACHIEVEMENT AT THE SCHOOL DISTRICT LEVEL

The Council looked at mathematics achievement data in various ways. The Council first examined state assessment results for all of the Great City School *districts*. These district-level data were further analyzed to determine the percentage of districts that:

- improved their math scores in *all* grades tested on the state assessments;
- improved at rates *faster* than the statewide average in *all* grades tested;
- improved in *half or more* of the grade levels tested; or
- improved at rates *faster* than the statewide average in *half or more* of the grades tested.

Figure 1. Percentage of Cities with Gains in Math [4]

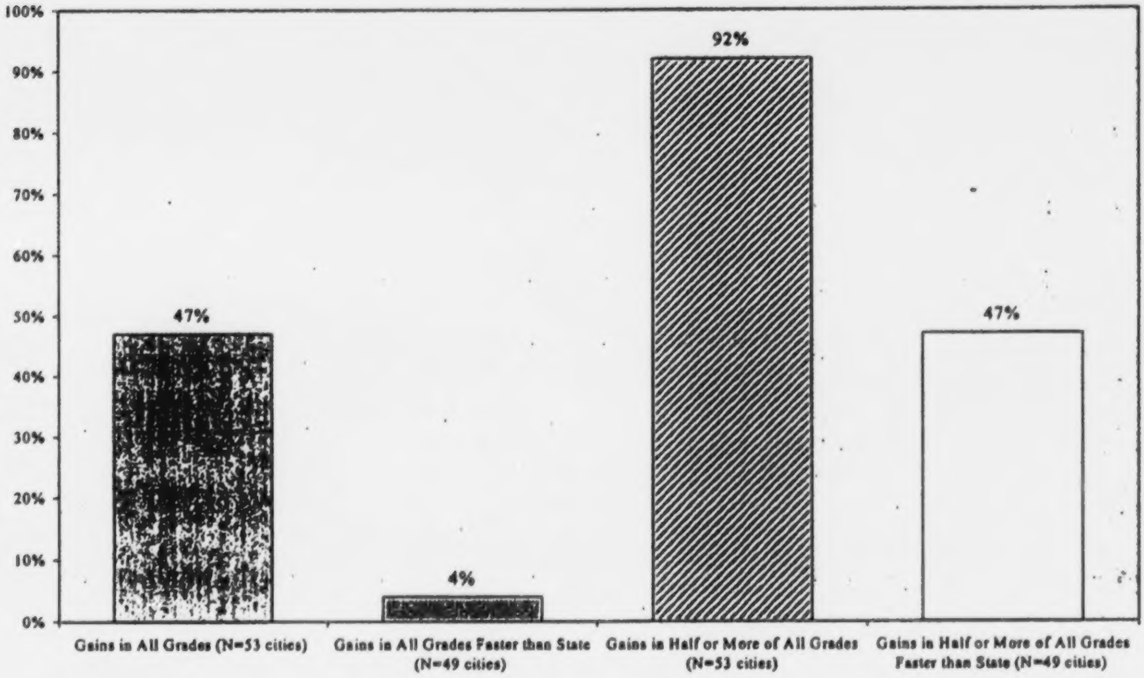


Figure 1 displays the results of the Council's analysis. Several key trends emerge:

- In mathematics, 47% of Great City School districts showed increased scores for *all* grades tested on their respective state assessments.[5]
- About 4% of Great City districts increased their math scores at rates *faster* than their statewide averages in *all* grades tested.[6]
- Some 92% of Great City districts showed increased math scores in *half or more* of their grades tested.[7]

---

[4] Results do not include data on Pittsburgh or Denver, on which there were no math trend data

[5] Percentage based on 25 of 53 cities. Results do not include Pittsburgh or Denver, for which there were no math trend data. (See appendix for list of cities.)

[6] Percentage based on 2 of 49 cities. Results do not include Des Moines, the District of Columbia, Omaha, or Salt Lake City, for which there were no state test data. Results also do not include Pittsburgh or Denver, for which there were no math trend data. (See appendix for list of cities.)

[7] Percentage based on 48 of 53 cities. Results do not include Pittsburgh or Denver, for which there were no math trend data. (See appendix for list of cities.)

- About 47% of Great City *districts* increased their math scores at rates *faster* than their statewide averages in *half or more* of the grades tested.[8]

Cities whose math scores improved faster than the state in half or more of the grades tested include **Boston, Birmingham, Broward County** (Ft. Lauderdale), **Charlotte-Mecklenburg, Clark County** (Las Vegas), **Cleveland, Dallas, Detroit, Hillsborough County** (Tampa), **Houston, Indianapolis, Long Beach, Miami-Dade County, Minneapolis, Norfolk, Orange County** (Orlando), **Philadelphia, Rochester, Sacramento, Seattle, St. Louis, St. Paul, and Tulsa.**

TRENDS IN MATH BY GRADE LEVELS

Trends Across Grades

The Council also examined *aggregate* data by *grade level.* All grades were aggregated across 53 districts to determine the percentage of all grades in the Great City Schools that.

- demonstrated *improvements* in math scores on their respective state math tests;[9]
- improved in math at a *faster* rate than their respective statewide averages; or
- showed *declines* in math scores on state assessments.

Figure 2 displays the results of these various analyses. The following key trends emerge:

- In mathematics, 86% of all grade levels tested showed higher scores.[10]
- About 44% of all grades tested improved in math at a faster rate than statewide gains.[11]
- Some 11% of all grades tested showed declines in math scores.[12]

---

[8] Percentage based on 23 of 49 cities. Results do not include Des Moines, the District of Columbia, Omaha, or Salt Lake City, for which there were no state test data. Results also do not include Pittsburgh or Denver, for which there were no math trend data. (See appendix for list of cities.)

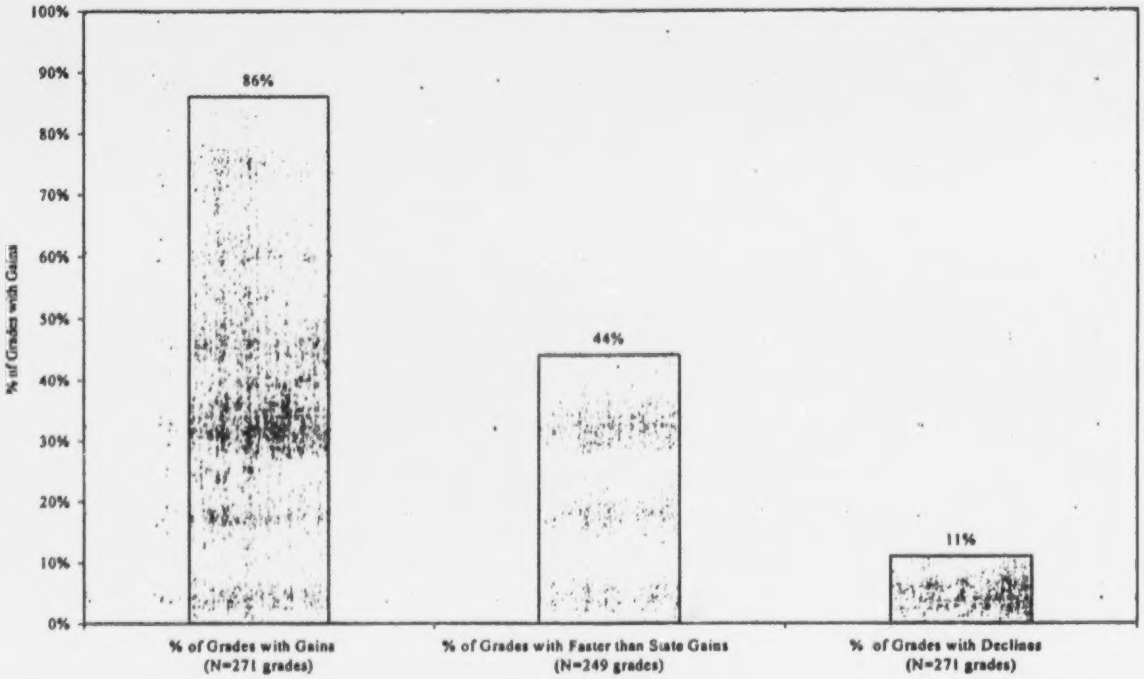
[9] The 55 city school systems in this report are located in 35 states, which tested in 142 grades. Some 88% of these grades showed gains.

[10] Percentage based on 233 of 271 grades in 53 cities. Results do not include Pittsburgh or Denver, for which there were no math trend data. (See appendix for list of cities.)

[11] Percentage based on 110 of 249 grades in 49 cities. Results do not include Des Moines, the District of Columbia, Omaha, or Salt Lake City, for which there were no state test data. Results also do not include Pittsburgh or Denver, for which there were no math trend data. (See appendix for list of cities.)

[12] Percentage based on 30 of 271 grades in 53 cities. Results do not include Pittsburgh or Denver, for which there were no math trend data. (See appendix for list of cities.)

Figure 2. Percentage of Grades with Gains (or Declines) in Math

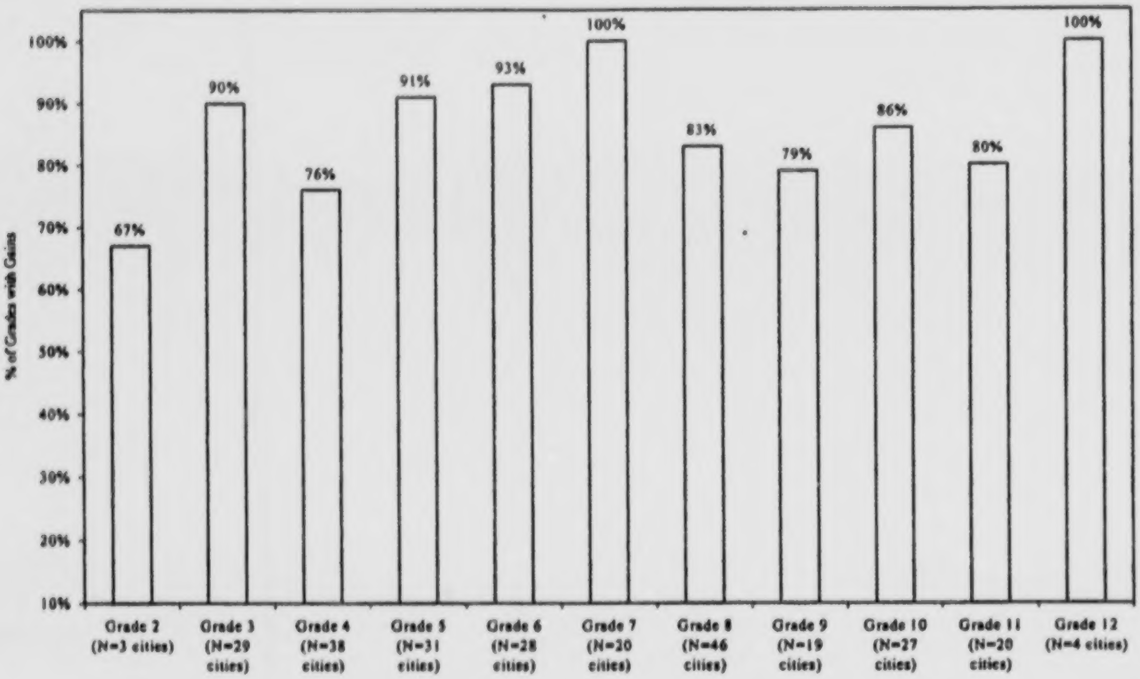


Improvements at Specific Grades

The Council examined assessment data for *each grade* in the Great City Schools to determine which grades were more likely to show improved math scores on their respective state assessments. Figure 3 below shows the results, including these key trends:

- Approximately 76% of all the *4th grades* tested in the Great City Schools showed gains on their state math tests.
- About 83% of all *8th grades* tested in the Great City Schools showed gains on their state math tests.

Figure 3. Percentage of Each Grade with Gains in Math [13]



CHANGES IN RACIAL/ETHNIC ACHIEVEMENT GAPS

The Council examined state math assessments to determine whether racially identifiable gaps in math achievement were narrowing in city schools. Our analysis of gaps focused on data at the elementary, middle and secondary *grades* in 26 Great City districts (the number for which trend data by race were available). Unfortunately, not all states have disaggregated or reported their test results by race over any length of time.

Overall Reductions in Racial/Ethnic Gaps in Math

The Council first looked at the percentage of grades at those levels that had narrowed the gaps in math achievement for two different comparison groups: (a) White and African American students; and (b) White and Hispanic students. Figure 4 shows the results, including these key trends:

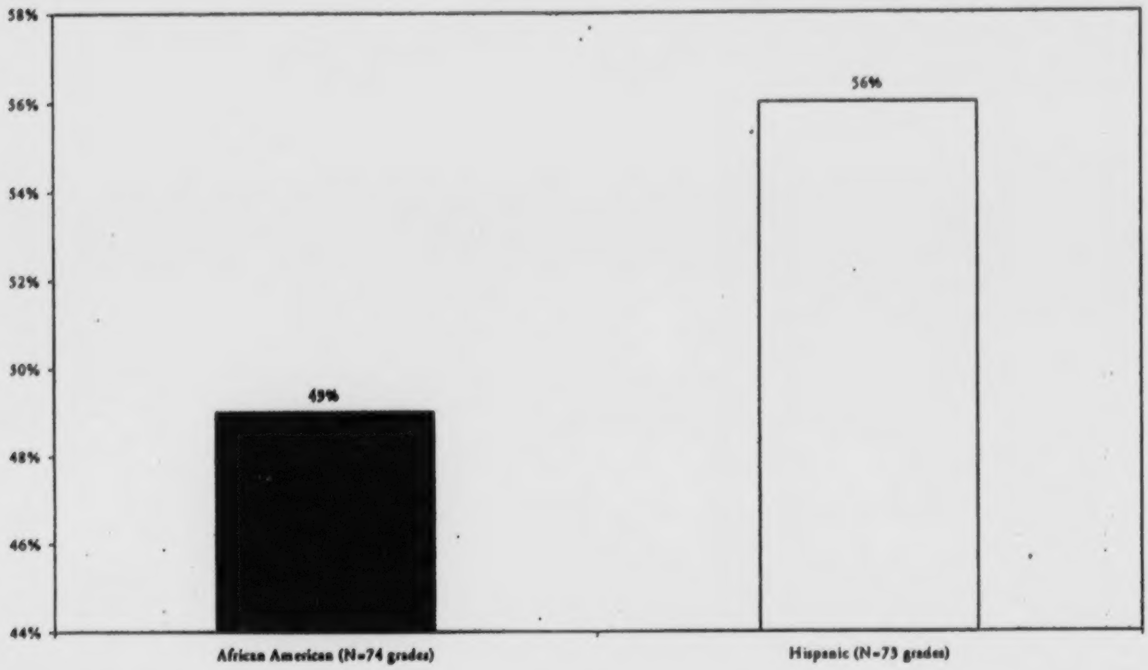
- Math achievement gaps between White and African American students were reduced in 49% of the grade levels for which state test data were disaggregated and reported.[14]

---

[13] Only the District of Columbia tested in Grade 1. N's differ because not all cities tested in the same grades. (See appendix for list of cities.)

[14] Percentage based on 36 of 74 grades in 26 cities. (See appendix for list of cities.)

Figure 4. Percentage of Selected Grades Narrowing Achievement Gaps in Math[15]



- Math achievement gaps between White and Hispanic students were reduced in 56% of the grades for which state test data were disaggregated and reported.[16]

Changes in Gaps in Specific Grades

The Council further disaggregated the data by race *and* grade level to be more specific about progress in narrowing racial/ethnic achievement gaps. Trends were examined in grades 4, 8, and 10. The analysis involved different numbers of cities for each grade because states do not always test the same grades or disaggregate and report results by race.

Figure 5 shows the results of this analysis, including these key trends:

- In math, 55% of 4th grades in the Great City districts narrowed the achievement gap between *White and African American* students. Some 48% of 8th grades narrowed the White-Black gap and about 47% of 10th grades.

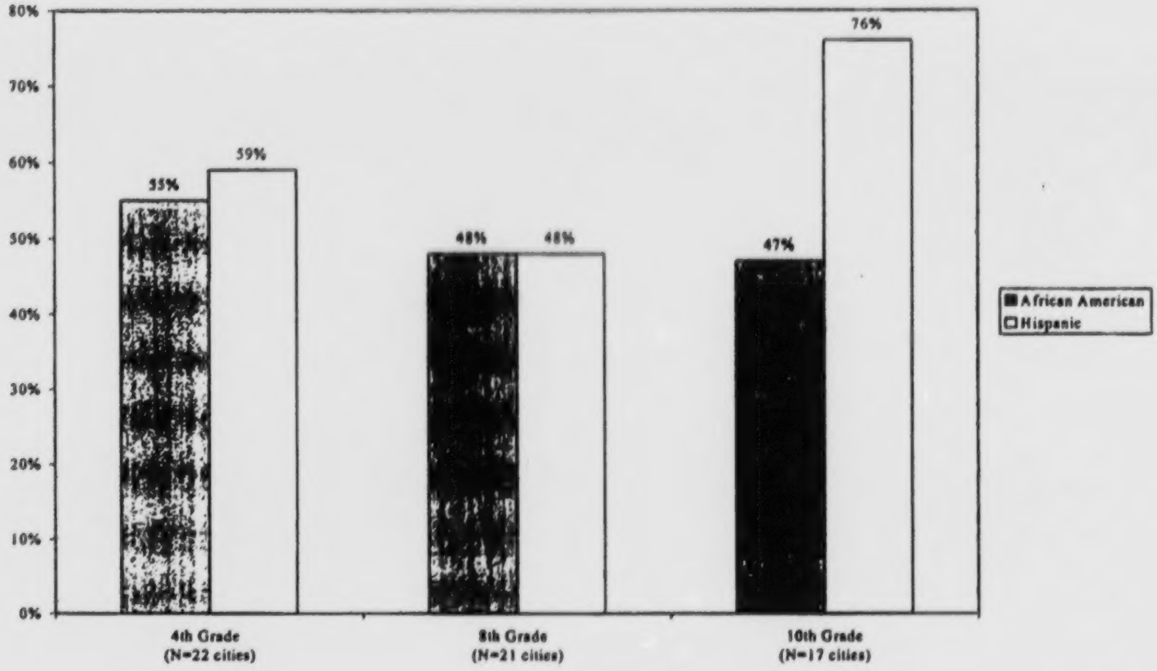
---

[15] Data based on gaps in the most frequently tested of grades 3 or 4; 7 or 8; and 9 or 10.

[16] Percentage based on 41 of 73 grades in 26 cities. (See appendix for list of cities.)

- In math, 59% of 4th grades in the Great City districts narrowed the achievement gap between *White and Hispanic* students. The percentage of 8th grades that narrowed the White-Hispanic gap was 48%, and the percentage of 10th grades that reduced the gap was 76%.

Figure 5. Percentage of 4th, 8th, and 10th Grades Narrowing Achievement Gaps in Math by Race



Narrowing Gaps at Faster than Average Rates

The Council studied the proportion of grade levels tested in the Great City districts in which racial/ ethnic math gaps were narrowing at rates faster than their respective states. Our analysis focused again on grades in the elementary, middle, and high school levels. Figure 6 presents the results. The key trends are as follows:

- Math achievement gaps between *White and African American* students narrowed in 36% of the grade levels tested at a rate faster than the applicable statewide average.[17]

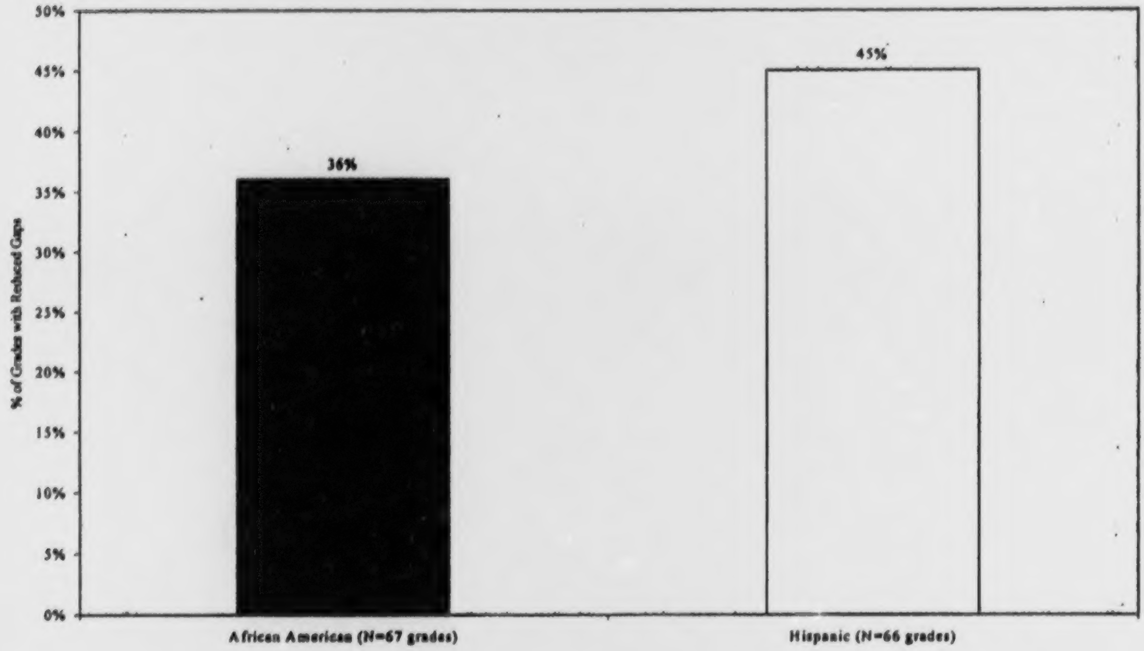
- Math achievement gaps between *White and Hispanic* students narrowed in 45% of the grade levels at a rate faster than the statewide average.[18]

---

[17] Percentage based on 24 of 67 grades in 23 cities. (See appendix for list of cities.)

[18] Percentage based on 30 of 66 grades in 23 cities. (See appendix for list of cities.)

Figure 6. Percentage of Selected Grades Narrowing Achievement Gaps in Math Faster than State[19]



SUMMARY AND DISCUSSION OF MATH TRENDS

The Council's analysis indicates strongly that math achievement has improved in the nation's urban schools. About 92% of all Great City School *districts* showed gains in math scores on *at least half* of the grades the state tested. Almost half of the cities improved their math scores in *all* grades, and almost half improved at a rate *faster* than their respective states. In addition, the data indicate that 86% of all *grade levels* improved in math, and 44% of all grades improved *faster* than the respective states.

As a cross-check, the Council compared the results of this study against two other sources. The first was an analysis of trends in the math scores of central cities on the National Assessment of Educational Progress (NAEP). The second was a study of math scores in the Great City Schools on the ACT college admissions test. The NAEP analysis showed that math scores in central city school systems across the nation had improved significantly between 1992 and 1996.[20] The ACT study showed that average

---

[19] Data based on gaps in the most frequently tested of grades 3 or 4; 7 or 8; and 9 or 10.

[20] At the request of the Council of the Great City Schools, researchers from the Rand Corporation conducted a separate and independent analysis of central city math scores on NAEP; the purpose was to determine whether urban school math progress was also evident on this indicator. Results indicated that between 1992 and 1996 (the most recent data) central city NAEP scores in math increased by 0.92 points per year, a gain that was statistically significant at the .01 level of probability. The analysis was paid for through a grant from The Broad Foundation.

ACT math scores in the Great City Schools had increased from 18.6 in 1990 to 19.0 in 1999.[21] Together, these studies and the current analysis of state test data suggest that math gains in America's urban schools are real.

In addition, eight major cities (16% of the Great City districts) produced math scores in 2000 in half or more of the grades tested that were the same as or higher than the average math scores for their respective states. These districts include **Albuquerque, Broward County, Hillsborough County, Orange County, Portland, San Diego, San Francisco, and Seattle**.

It is also clear from our current study and various other indicators that the average math performance for the Great City districts is below the national average. On the 1999 SAT-9, a nationally available standardized test used by many districts, 55% of Great City School students in grades 2-11 scored below the national norm level of 50%.[22] On the ACT, the average math score for the Great City Schools was 1.7 points lower than the national average. On the SAT I, the most widely used college admissions test, the average math score for the Great City Schools was about 44 points lower than the national average of 512.[23] The average Advanced Placement calculus (BC) score was 3.3 in the Great City Schools, compared with 3.5 nationally.[24] And TIMSS results indicate that major American cities scored well below the averages for all participating nations, for the U.S., and for individual American states.

Finally, the results of the *Beating the Odds* study suggest that racially identifiable achievement gaps in math have narrowed somewhat. African American students in the Great City Schools have made gains on state assessments (as well as on the ACT, and Hispanic students appeared to have gained at faster rates.

---

[21] *A Decade of ACT Results in the Nation's Urban Schools: 1990-1999* (2001).

[22] *Striving for Excellence: A Report on Stanford Achievement Test Results in the Great City Schools*

[23] *Making the Grade: A Report on SAT I Results in the Nation's Urban Schools* (2001).

[24] *Advancing Excellence in Urban Schools: A Report on Advanced Placement Examinations in the Great City Schools* (2001).

IMPROVING READING ACHIEVEMENT: GREATER PRIORITY NEEDED

The reading skills of the nation's students have not received as much attention as math. It should come as little surprise that NAEP reading achievement scores for the nation have been relatively static since 1992. The nation has not reached an easy consensus on standards for reading achievement. A national goal on adult literacy was set following the Charlottesville Summit, but there was no priority given to making the nation first in world in reading achievement. Brain research has only recently enhanced our understanding of how children learn to read and which teaching strategies seem most promising.

Beating the Odds examined urban performance on state reading assessments to determine whether the nation's major city school systems were making more progress than the nation. **We found somewhat more progress in reading among cities and states than the flat results found by NAEP. Still, reading gains were more modest than math.**

TRENDS IN READING ACHIEVEMENT AT THE SCHOOL DISTRICT LEVEL

As with math, the Council examined state assessment results in reading for all of the Great City School *districts*. These district-level data were analyzed using the same four approaches used for math:

- the percentage of districts that improved in *all* grades tested on the state assessments;
- the percentage that improved at rates *faster* than the statewide averages for *all* grades tested;
- the percentage that improved in *at least half* of the grades tested; and
- the percentage of districts that improved at rates faster than the statewide average in *at least half* of the grades tested.

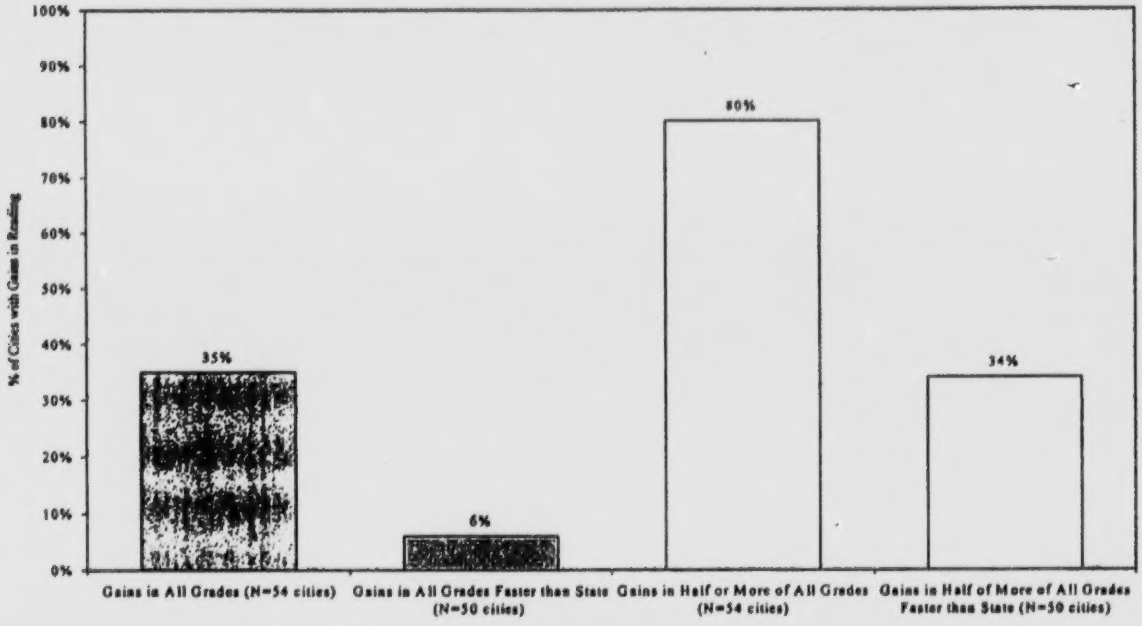
Figure 7 shows the results of the *district-level* analysis. The key findings are as follows:

- In reading, 35% of Great City School districts increased reading scores for *all* grades tested on their respective state assessment.[25]

---

[25] Percentage based on 19 of 54 cities. Results do not include Pittsburgh on which there was no reading trend data. (See appendix for list of cities.)

Figure 7. Percentage of Cities with Gains in Reading [26]



- About 6% of Great City districts increased their reading scores at rates *faster* than their statewide averages in *all* grades tested. [27]

- Some 80% of Great City districts increased reading scores in *half or more* of the grades tested. [28]

- About 34% of Great City districts increased their reading scores at rates *faster* than their statewide averages in *half or more* of the grades tested.[29]

- Cities whose reading scores improved faster than the state in half or more of the grades tested include **Anchorage, Boston, Birmingham, Charlotte-Mecklenberg, Cleveland, Dallas, Hillsborough County, Houston, Los Angeles, Norfolk, Philadelphia, Portland, Providence, Richmond, Sacramento, San Diego, and Seattle.**

---

[26] Does not include data on the Pittsburgh schools.

[27] Percentage based on 4 of 50 cities. Results do not include Des Moines, the District of Columbia, Omaha, or Salt Lake City on which there were no state test data. Results also do not include Pittsburgh on which there was no reading trend data. (See appendix for list of cities.)

[28] Percentage based on 43 of 54 cities. Results also do not include Pittsburgh on which there was no reading trend data. (See appendix for list of cities.)

[29] Percentage based on 17 of 50 cities. Results do not include Des Moines, the District of Columbia, Omaha, Pittsburgh, and Salt Lake City on which there were no state test data. Results also do not include Pittsburgh on which there was no reading-trend data. (See appendix for list of cities.)

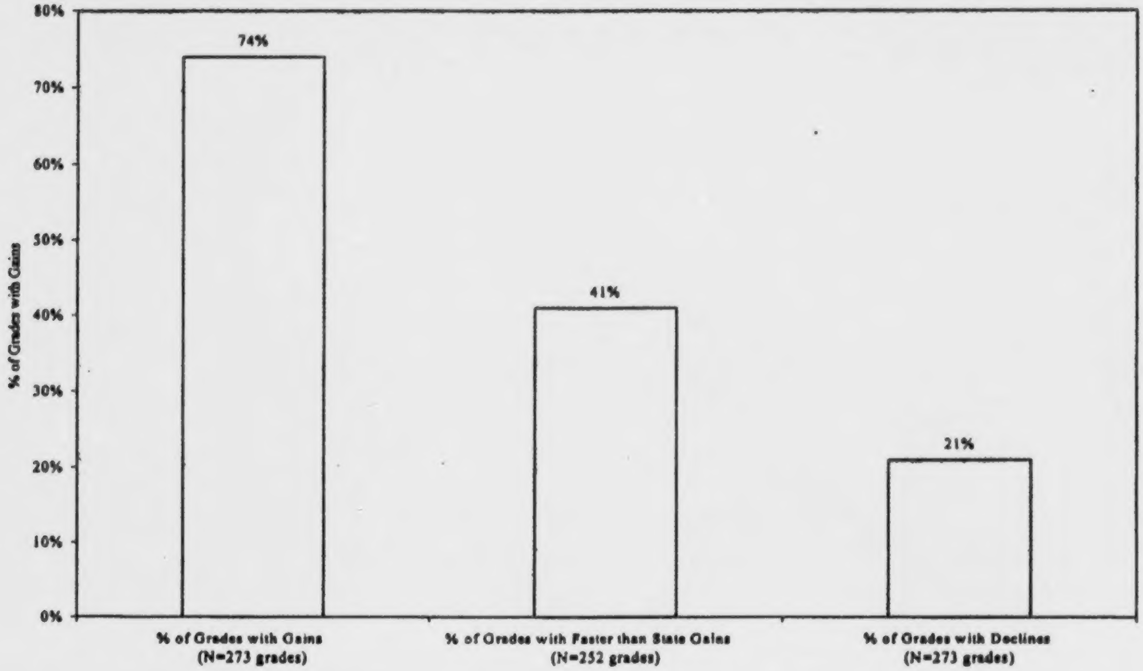
TRENDS IN READING BY GRADE LEVEL

Trends Across Grades

Beating the Odds also examined reading achievement data by *grade level.* Results for all grades were aggregated across 54 districts of the Great City Schools. As with math, these data were further analyzed to determine:

- the percentage of all grades in the Great City Schools that showed improved scores on their state reading tests;[30]
- the percentage of grades that improved their reading achievement at a *faster* rate than their respective statewide averages; and
- the percentage of grades in which reading achievement declined.

Figure 8. Percentage of Grades with Gains (or Declines) in Reading



---

[30] The 55 city school systems in this report are located in 35 states, which tested in 146 grades. Some 77% of these grades showed gains.

Figure 8 shows the results of the *grade-level* analyses in reading. Key findings include the following:

- In reading, 74% of all grades tested showed gains in scores.[31]
- About 41% of all grades tested improved in reading at a faster rate than their statewide average.[32]
- Some 21% of all grades tested showed declines in reading scores. [33]

Trends for Specific Grades

The Council also examined *each grade* in the Great City Schools to determine which ones were more likely to show improved reading scores on their respective state assessments. Figure 9 shows the results, including these key trends.

- In reading, 79% of all the *4th grades* tested in the Great City Schools showed gains on their state reading tests.
- About 60% of all *8th grades* tested in the Great City Schools showed gains on their state reading tests.

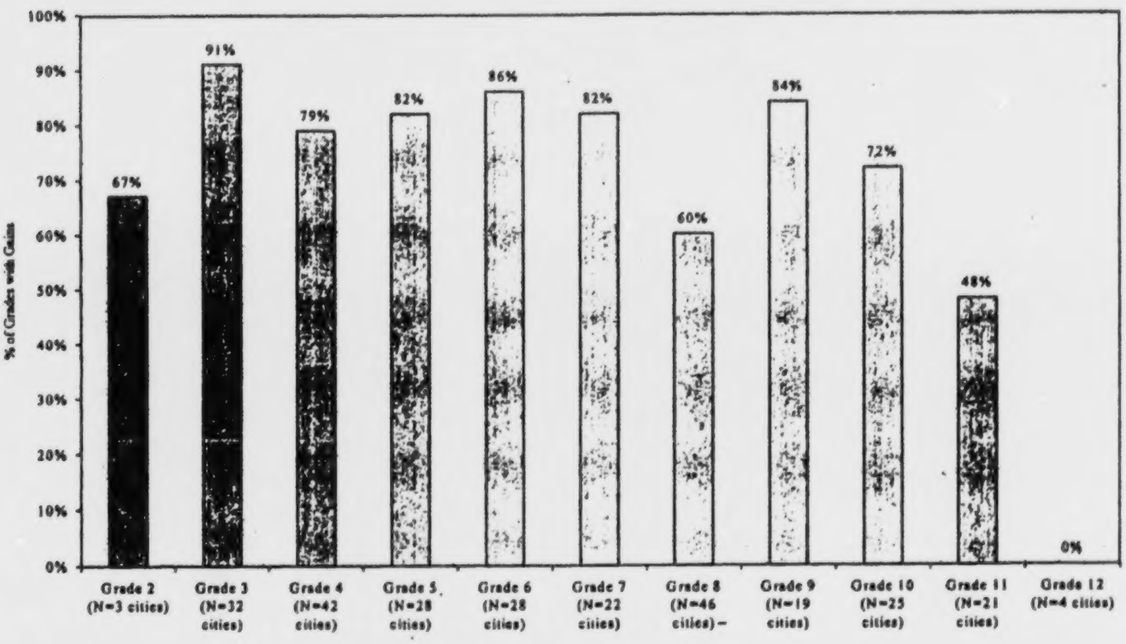
---

[31] Percentage based on 201 of 270 grades in 54 cities. Results also do not include Pittsburgh on which there was no reading trend data. (See appendix for list of cities.)

[32] Percentage based on 103 of 252 grades in 50 cities. Results do not include Des Moines, the District of Columbia, Omaha, or Salt Lake City on which there were no state test data. Results also do not include Pittsburgh on which there was no reading trend data. (See appendix for list of cities.)

[33] Percentage based on 56 of 270 grades in 54 cities. Results do not include Pittsburgh on which there was no reading trend data. (See appendix for list of cities.)

Figure 9. Percentage of Each Grade with Gains in Reading [34]



CHANGES IN RACIAL/ETHNIC ACHIEVEMENT GAPS

State assessments were also examined to determine whether racially identifiable gaps in reading achievement were narrowing in city schools. This analysis focused on *grade level* data in 27 cities (the number for which trend data were available). Unfortunately, not all states have disaggregated or reported their test results by race over any length of time.

Overall Reductions in Racial/Ethnic Gaps in Reading

The Council first studied the percentage of selected grades at the elementary, middle and secondary levels that had narrowed the gaps in reading achievement between (a) White and African American students; and (b) between White and Hispanic students. Figure 10 shows the results, including the following key trends:

- Reading achievement gaps between *White and African American* students were reduced in 65% of the grades for which state test data were disaggregated and reported.[35]

- Reading achievement gaps between *White and Hispanic* students were reduced in 68% of the grades for which state test data were disaggregated and reported.[36]

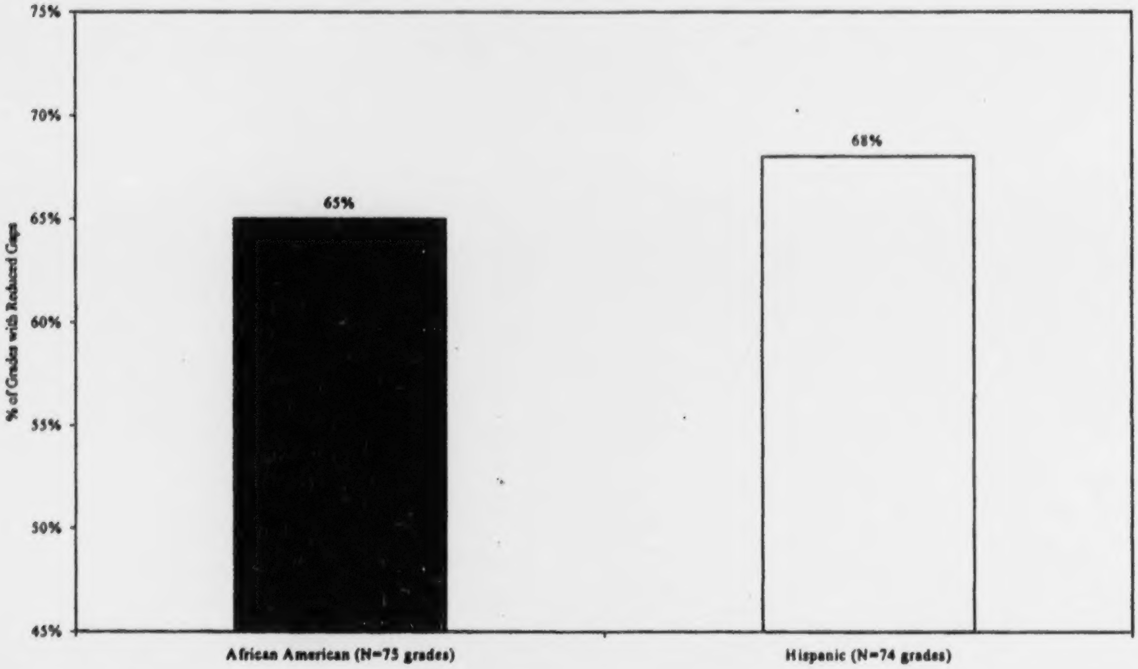
---

[34] Only the District of Columbia tested in Grade 1. N's differ because not all cities tested in the same grades.

[35] Percentage based on 49 of 75 grades in 27 cities. (See appendix for list of cities.)

[36] Percentage based on 50 of 74 grades in 27 cities. (See appendix for list of cities.)

Figure 10. Percentage of Selected Grades Narrowing Achievement Gaps in Reading [37]



Changes in Gaps in Specific Grades

The data were further disaggregated by grade and race in order to see where gaps were narrowing the most. Trends were examined in grades 4, 8, and 10. The analysis involved different numbers of districts for each grade because states do not always test the same grades, nor do all disaggregate and report the results by race.

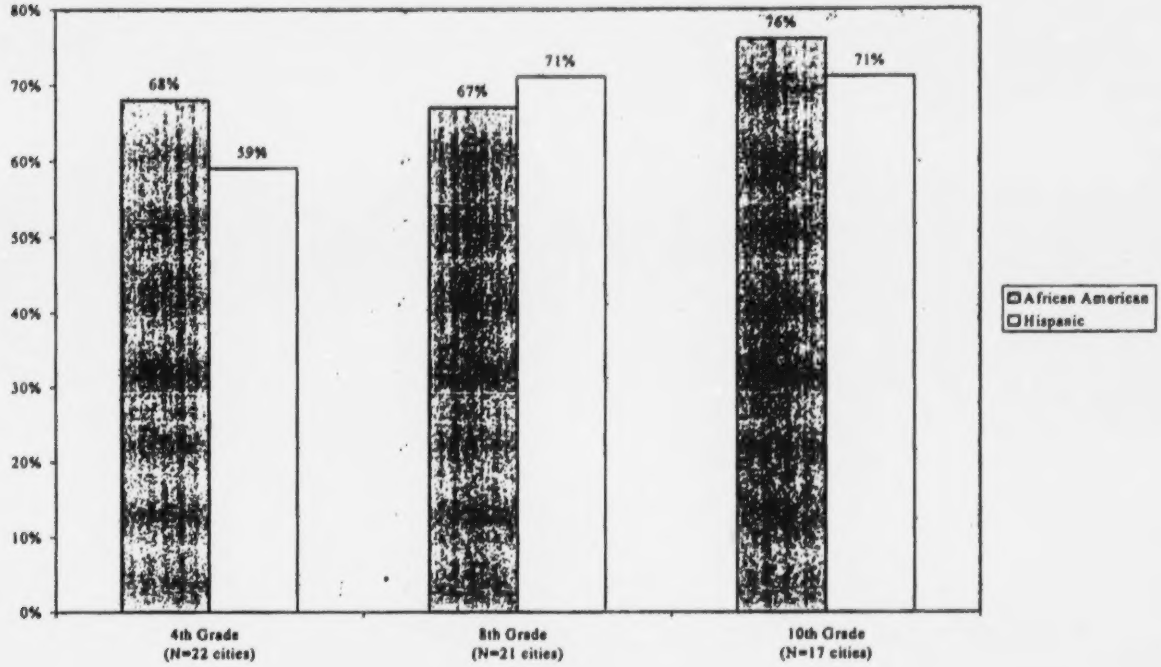
Figure 11 shows the results of this analysis. The key trends are as follows:

- In reading, 68% of 4th grades in the Great City School districts narrowed the achievement gap between *White and African American* students. Some 67% of 8th grades narrowed the Black-White gap, and about 76% of 10th grades.
- In reading, 59% of 4th grades in the Great City School districts narrowed the achievement gap between *White and Hispanic* students. About 71% of 8th and 10th grades narrowed the Hispanic-White gap.

---

[37] Data based on gaps in the most frequently tested of grades 3 or 4; 7 or 8; and 9 or 10.

Figure 11. Percentage of 4th, 8th, and 10th Grades Narrowing Achievement Gaps in Reading by Race



Narrowing Gaps in Reading at Faster Than Average Rates

The Council examined selected grades tested at the elementary, middle and secondary levels in the Great City School districts in which racial/ethnic gaps in reading were closing at rates faster than their respective states. Figure 12 presents the results, including the following key findings:

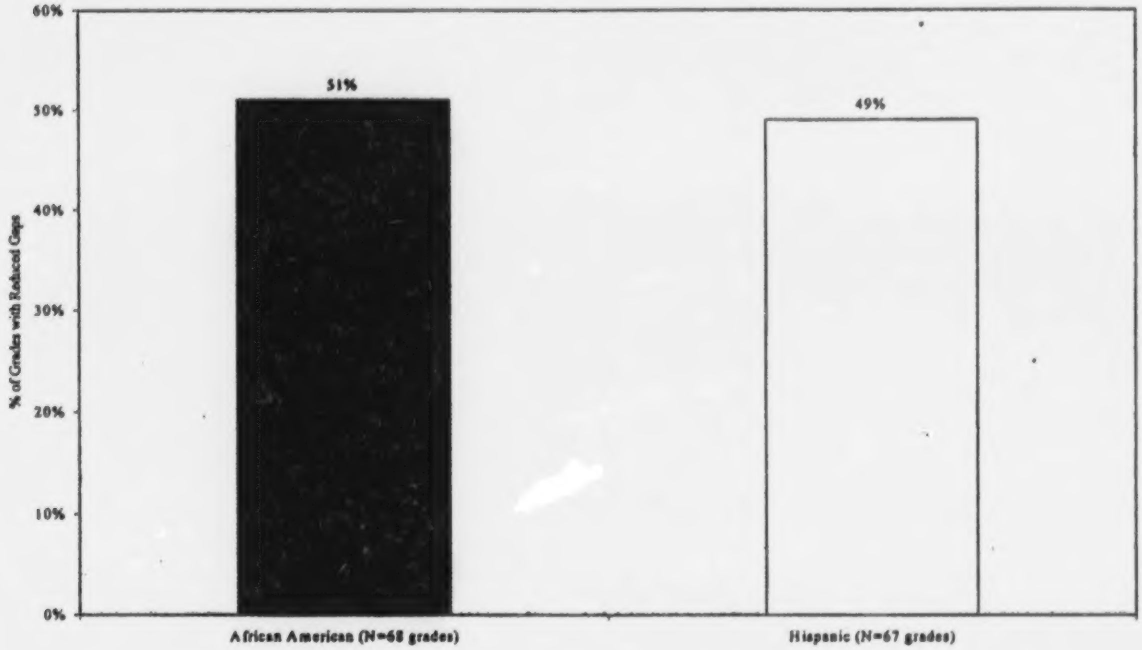
- Reading achievement gaps between *Whites and African Americans* were reduced in 51% of grades faster than statewide averages.[38]
- Reading achievement gaps between *Whites and Hispanics* were reduced in 49% of grades faster than statewide averages.[39]

---

[38] Percentage based on 37 of 68 grades in 24 cities. (See appendix for list of cities.)

[39] Percentage based on 33 of 67 grades in 24 cities. (See appendix for list of cities.)

Figure 12. Percentage of Selected Grades Narrowing Achievement Gaps in Reading Faster than State[40]



SUMMARY AND DISCUSSION OF READING TRENDS

The Council's analysis suggests that reading achievement has improved in the nation's urban schools, as gauged by state assessments. About 80% of all Great City School *districts* showed gains in reading scores for *at least half* of the grades tested by the state. About 35% of the cities improved their reading scores in *all* grades tested and about the same percentage improved their reading performance in at least half the grades tested at a *faster* rate than their respective states. In addition, the data indicate that 74% of all *grade levels* improved in reading, and 41% of all grades improved *faster* than the respective states. The results were consistent from grade to grade.

Beating the Odds double-checked these results against two other sources. The first was an analysis of trends in the NAEP reading scores in central cities. The second was a study of ACT reading scores in the Great City Schools. The NAEP analysis showed that reading scores in central city school systems had not improved between 1992 and 1998; in fact, they had stayed relatively unchanged.[41] The ACT study showed that average ACT reading scores in the Great City Schools had remained at 19.1 between

---

[40] Data based on gaps in the most frequently tested of grades 3 or 4; 7 or 8; and 9 or 10.

[41] A separate and independent analysis was conducted at the request of the Council of the Great City Schools by researchers from the Rand Corporation of central city reading scores on NAEP to determine whether urban school math progress was also evident on this indicator. Results indicated that between 1992 and 1998 (most recent data) central city NAEP scores in reading changed by -0.08 points per year, a decline that was not statistically significant at any level. The analysis was paid for through a grant from The Broad Foundation.

1990 and 1999.[42] Neither the NAEP analysis nor the ACT study corroborates reading gains—not in urban schools and not for the whole nation.

It is possible, however, that reading scores in the Great City Schools have gone up on state assessments but not on NAEP. The two sets of exams differ in rigor and content. Moreover, NAEP is not designed to capture changes in test scores that may occur *within* each of its "performance levels." For example, the proportion of students scoring at the "below basic" performance level on NAEP could stay the same, even though the scores of individual students improved within that category. Changes in NAEP performance among central city students may be particularly difficult to detect because so many urban students score below basic.

Beating the Odds and other studies also demonstrate that the average reading performance for the Great City Schools is below the national average. On the 1999 SAT-9 achievement test, 42% of Great City School students in grades 2-11 scored above the national norm (50%) in reading. On the ACT college entrance test, the average reading score in the Great City Schools was 2.3 points lower than the national average in 1999. On the SAT I verbal exam for college entrance, the average for the Great City Schools was 460 in 1999, compared with the national average of 506.

Only five major cities (10% of the Great City districts) had the same or higher reading scores in 2000 than their respective states in half or more of the grades tested. They are **Albuquerque, Hillsborough County, Portland, San Diego, and San Francisco.**

Finally, the results of *Beating the Odds* suggest that racially identifiable achievement gaps in reading have narrowed somewhat, although the data remain inconclusive.

---

[42] *A Decade of ACT Results in the Nation's Urban Schools: 1990-1999* (2001).

3. Student Demographics and Finance: Who We Are

The challenge of the Great City Schools is to increase the achievement levels of its students in a context far different from that of the average public school system. Urban education is unique, in part, because it serves students who are typically from lower income families, who are learning English as a second language, and who often face discrimination. The role of urban schools is to overcome these barriers and teach all children to the same high standards.

This task is made more difficult by the additional costs, efforts, and skills that are needed to overcome the barriers that so many urban children bring to the schoolhouse door. Furthermore, extensive research has shown that the concentration of needs found in urban communities has a significant influence on the performance levels of urban children.

The challenge is compounded in urban settings by the disparities in resources available to schools to meet the needs of their students. Some schools can have five times or more as much funding per student as other schools. Ironically, it is often the students with the fewest needs who have the most resources, and the students with the greatest needs who have the least resources.

A furious debate has raged in public education over the relative importance of funding to the academic performance of children. The issue involves more than just the relationship between money and achievement, although a vigorous body of research has focused on that point. The controversy has largely been over whether education is oriented around and defined by its inputs or its outputs. Little room has been allowed, unfortunately, for considering both achievement and the opportunities that make achievement possible.

This chapter examines the context of urban education -a context that should be considered in discussions of the achievement data presented in previous chapters. The chapter reviews basic demographic characteristics of the Great City Schools and how they have changed during the period in which state assessments were being implemented. The data reviewed include changes in the rates of student poverty and limited English proficiency.

The chapter also examines financial data, including changes in the aggregate expenditures per pupil of the Great City Schools over the last five years., and changes in state expenditures on urban schools.

The reader can find individual city data in the Profiles section of this report. All of the demographic, staffing, and financial data for this study come from the National Center for Education Statistics, except for the data designated with an asterisk, which have been provided by the individual cities.

STUDENT DEMOGRAPHICS

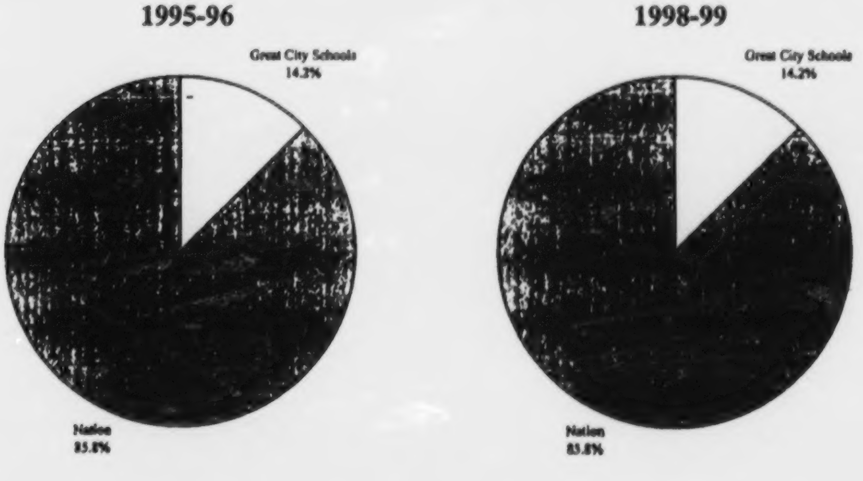
The demography of urban education continues to be a subject of enormous public interest. It is also significant from an educational standpoint because a broad base of research continues to show that income, disability, and language are strongly correlated with student achievement.

Student Enrollment in the Great City Schools

The Great City Schools enroll a significant share of the nation's students. Figure 13 shows key trends in enrollments, summarized as follows:

- In school year 1998-99 (the most recent for which data are available), the Great City Schools enrolled 6,608,834 students, an increase of 4% over the 6,351,915 students enrolled in 1995-96.
- During the same period, total public school enrollments in the nation grew at the same rate of 4%. Enrollments increased from 44,840,481 students in 1995-96 to 46,534,681 students in 1998-99.
- The share of public school students enrolled in the districts of the Great City Schools remained the same, 14.2%, between 1995-96 and 1998-99.

Figure 13. Great City School Enrollment Compared with the Nation (N=55 Cities)



1995-96

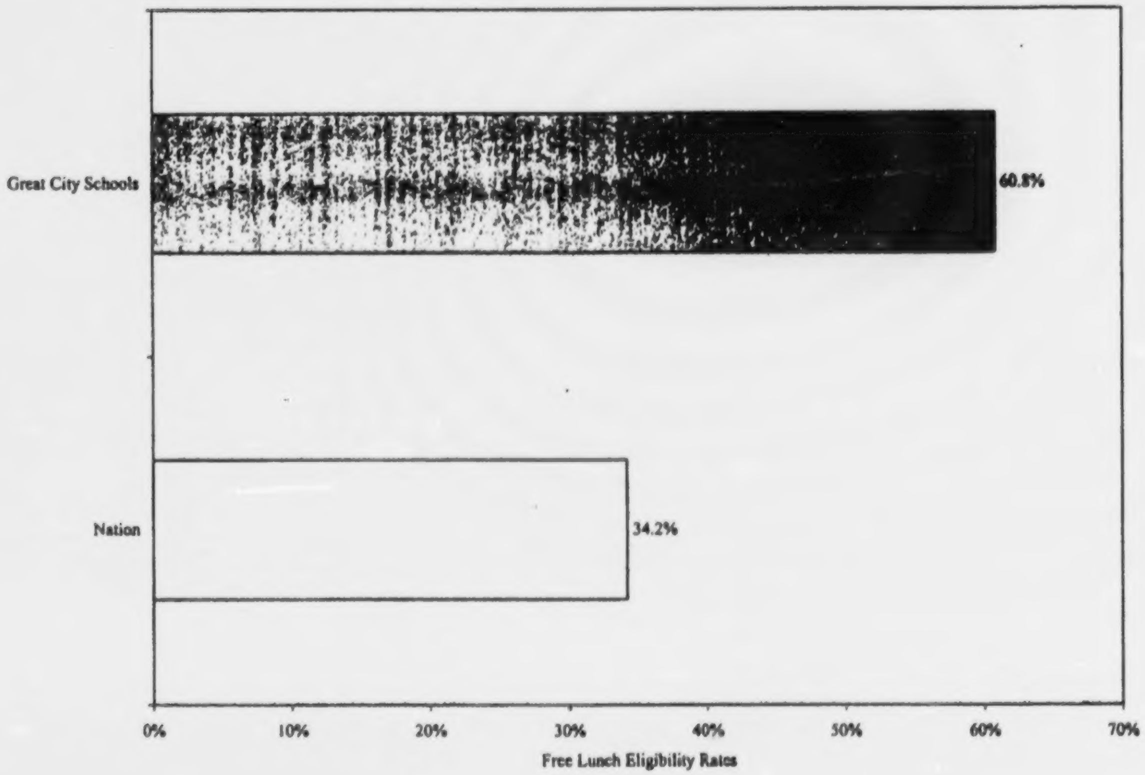
1998-99

Income and Poverty in the Great City Schools

Students in the Great City Schools are far more likely to come from low-income homes than the average student nationally. Key indicators include the following:

- In the 1998-99 school year, 60.8% of students in the Great City Schools were eligible for a free lunch subsidy — much higher than the average of 34.2% for students outside of the cities. Figure 14 shows this comparison

Figure 14. Great City School Free Lunch Eligibility Rate Compared with the Nation (N=49)[43]



- About 22.4% of the nation's free-lunch eligible students are enrolled in the Great City Schools.
- Some 92% of the nation's Great City School systems have poverty rates (free lunch eligibility) above their statewide average.

English Language Learners and Students with Disabilities

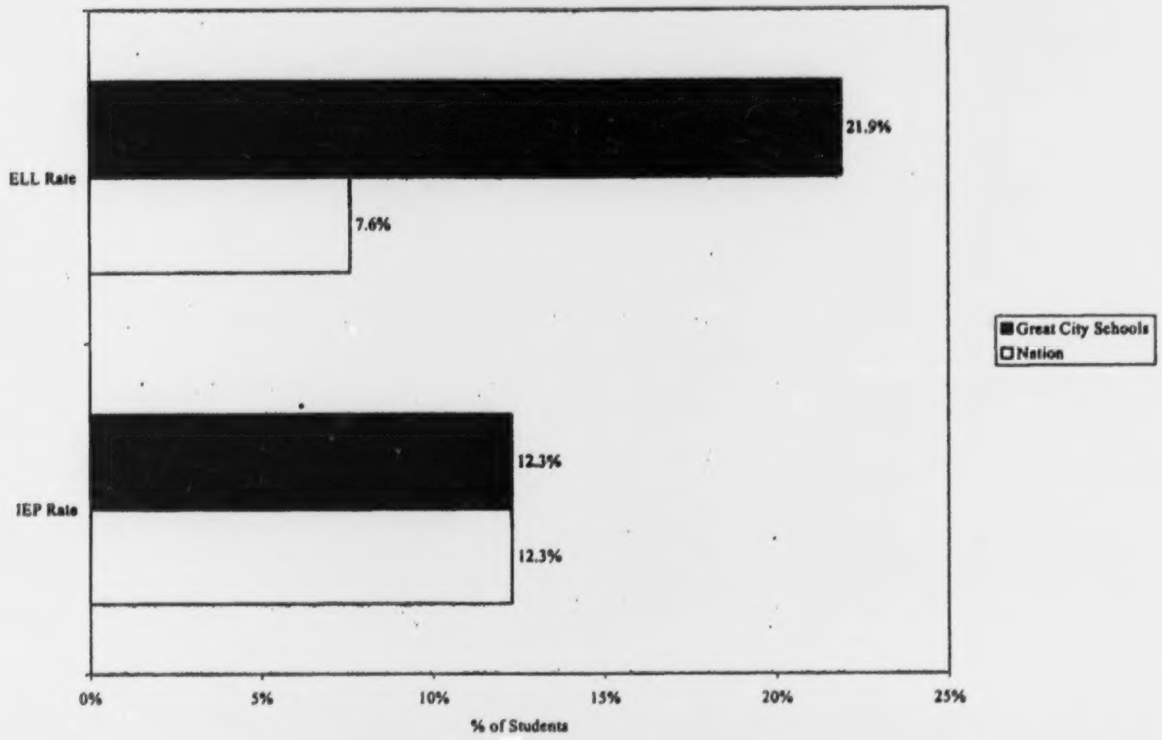
The Great City Schools also serve a higher proportion of English language learners than the average school system across the country. Although the percentage of students with disabilities is about the same for the Great City Schools as for the nation as a whole, the cities enroll a greater share of students with high-cost disabilities.

Figure 15 shows the rates of urban enrollments of English Language Learners and students with disabilities (those with an Individual Education Program). Key indicators include the following:

---

[43] Forty-nine districts had free and reduced price lunch data that was comparable to their respective states.

Figure 15. Great City School English Language Learner and Disability Rates Compared with the Nation [44]



- About 21.9% of students enrolled in the Great City Schools come from families where English is not the first language, compared with only 7.6% of the nation's students outside the cities.

- Some 85% of the Great City School districts have higher percentages of ELL students than their statewide averages.

- About 12.3% of the enrollments in the Great City Schools are students with disabilities, the same proportion as for the nation.

- Urban schools tend to enroll more students with low-incidence, high cost disabilities than the average district. This is most likely attributable to urban deficiencies in the quality and availability of health, child, and prenatal care.

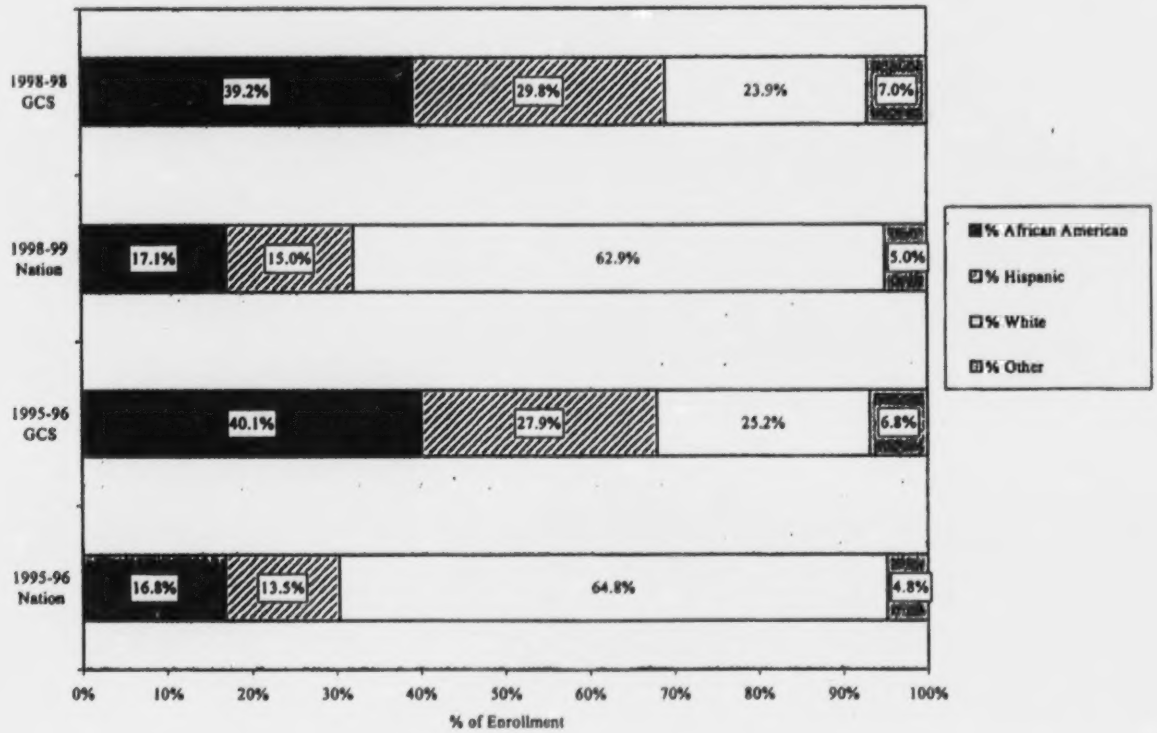
---

[44] Only 34 districts had English language learner data comparable to their respective states.

Enrollments by Race and Ethnicity in the Great City Schools

The racial characteristics of urban schools are significantly different from the average school systems nationwide. About 70% of Great City School students are African American or Hispanic, compared with 32% nationally. Figure 16 shows the enrollment trends.

Figure 16. Great City School Enrollment by Race Compared with the Nation (N=55 Cities)



Key statistics include the following:

- In the 1998-99 school year, 39.2% of Great City School students were African American, compared with 17.1% nationally.
- In the 1998-99 school year, 29.8% of Great City School students were Hispanic, compared with 15.0% nationally.
- About 23.9% of Great City School students were White, compared with 62.9% nationally.
- The percentage of the Great City Schools enrollment that is African American and White declined slightly between 1995-96 and 1998, while the percentage that is Hispanic increased.

- The percentage of the nation's enrollment that is White declined slightly between 1995-96 and 1998, while the percentage that is African American and Hispanic increased.
- About 7% of the enrollment in the Great City Schools in 1998-99 was Asian American and other groups, compared with 5% nationally.
- Approximately 30% of all students of color in the nation were enrolled in the Great City Schools in 1998-99.

FINANCE AND STAFFING

The Council examined the financial resources available to urban schools to meet each state's academic standards. The *Beating the Odds* study looked at the districts' average per pupil expenditures compared with the nation and the respective states, and examined the proportion of state expenditures devoted to urban schools. In addition, it examined the numbers of schools and teachers in urban districts compared with the nation.

Expenditures Per Pupil

The average current expenditure per pupil in the Great City Schools increased 1.3% between 1995-96 and 1998-99. The average expenditure nationally increased by 8.8% during the same period. In other words, the major urban school systems have about the same amount or less to spend per pupil than the average school system nationally, despite differences in need.

Figure 17. Expenditures Per Pupil in the Great City Schools Compared with the Nation (N=55 Cities)

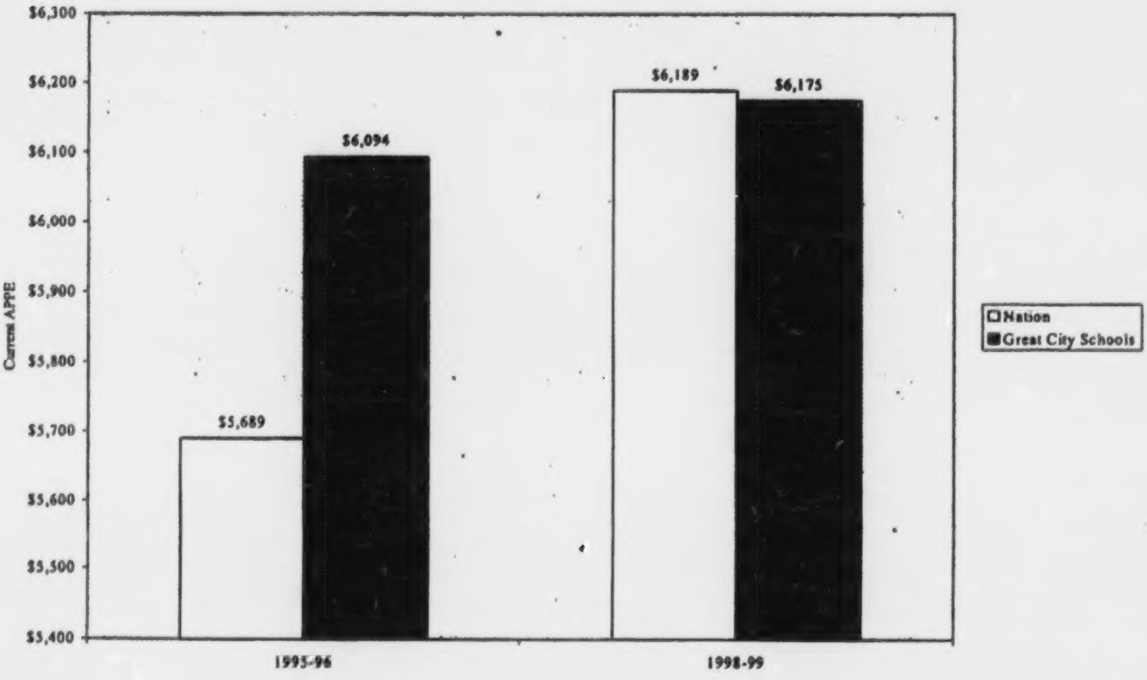


Figure 17 show key findings about per pupil expenditures:

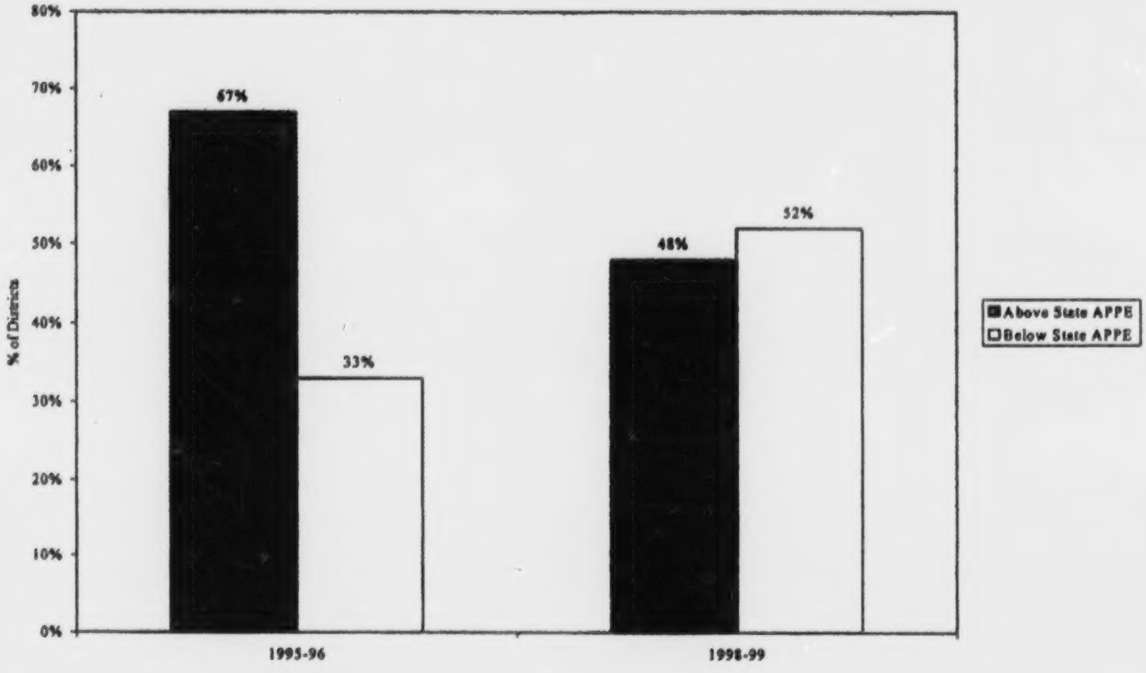
- The average expenditure in the Great City Schools was $6,175 per pupil in 1998-99, up 1.3% from $6,094 in 1995-96.
- The average expenditure nationally was $6,189 per pupil in 1998-99, up 8.8% from $5,689 in 1995-96.
- The average per pupil expenditure in the Great City Schools is at or slightly below the national average.

State Spending for Great City Schools

The Council's analysis revealed some disquieting statistics about state spending for major city school systems. Key indicators include the following:

- The percentage of all k-12 education spending that states devoted to their major city school systems declined from 15.2% in 1995-96 to 14.1% in 1998-99.
- The percentage of Great City School districts with an average per pupil current expenditure below that of their respective state grew from 33% in 1995-96 to 52% in 1998-99 (see Figure 18).

Figure 18. Percentage of Great City Schools Above and Below State Current Per Pupil Expenditures (N=55 Cities)



Student-Teacher Ratios and Average Enrollments Per School

The Council looked at two final variables of context in the Great City Schools: student-teacher ratios and average enrollments per school. Student-teacher ratios are not synonymous with class size, because they include special education teachers and other instruction staff.

Figure 19. Average Number of Great City School Students Per Teacher and School Compared with the Nation (N=55 Cities)

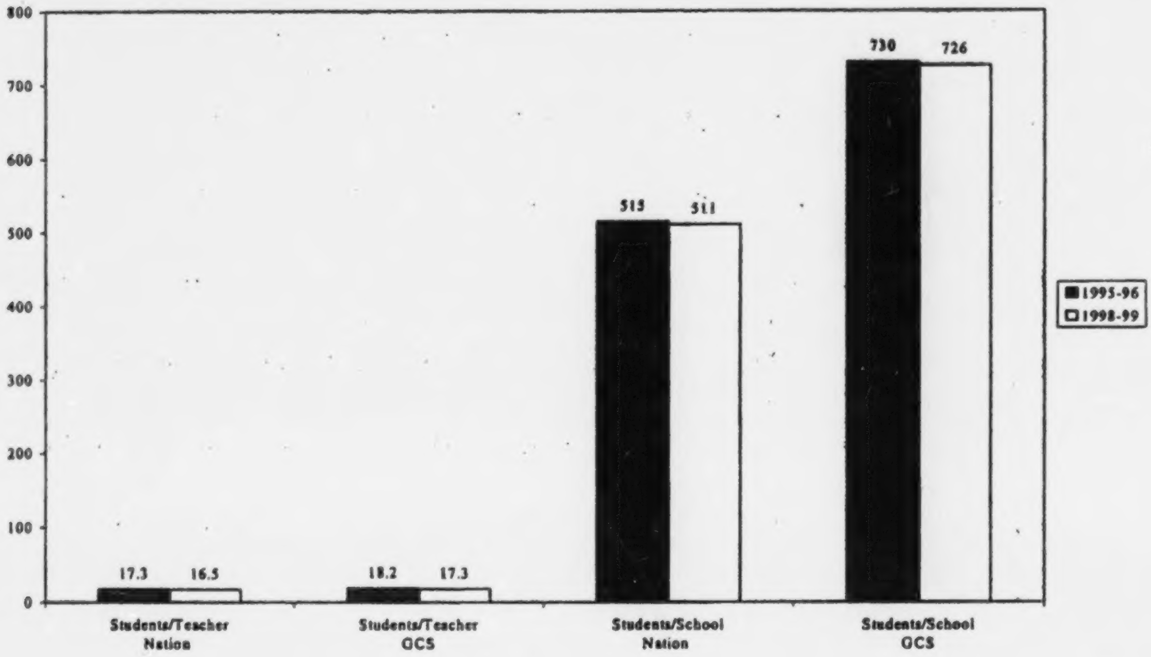


Figure 19 displays the following key data:

- Student-teacher ratios in the Great City Schools are somewhat higher than the average for the nation: 17.3 students per teacher in major city schools in 1998-99, versus 16.5 for the nation.

- Student-teacher ratios in the Great City schools have gone down since 1995-96, when they averaged 18.2 pupils per teacher. The average for the nation has also decreased.

Figure 19 also displays data about another critical variable in education, school size. Research has begun to show clearly that smaller schools are more effective instructionally and interpersonally.

The Council's analysis revealed the following trends:

- The average number of students per school in the Great City Schools declined somewhat from 730 students in 1995-96 to 726 in 1998-99. Nationally, the average number of students per school declined from 515 to 511 during the same period.

SUMMARY AND DISCUSSION OF CONTEXT VARIABLES

As the data in this chapter show, the demography of the Great City Schools is substantially different from that of the average school system nationwide. The needs of children, stemming from family poverty and limited English proficiency, are far greater in urban schools than they are nationwide. In fact, urban schools have approximately 50% more poverty than the average school and about three times the share of English language learners.

Despite those needs, the per-pupil resources devoted to the education of urban children are no greater than the average nationally. The investment in public education nationally grew by 8.8% between 1995-96 and 1998-99, but increased by only 1.3% in urban schools. The 1998-99 school year marked the first time since the Council of the Great City Schools has kept records that the per pupil expenditure in the cities had dropped below the national average.

The student-teacher ratio in the Great City Schools dipped somewhat to 17.3 in 1998-99, but remained higher than the national average by about one student per class. Finally, the size of the average school in the major cities actually decreased slightly between 1995-96 and 1998-99 from 730 students per school to 726, while the national average fell from 515 students per school to 511. In other words, the average school in the major cities was approximately 42% larger than the average school nationally.

4. Why We Are Improving and What's Next

The results of the state assessments suggest that urban schools are making progress in improving the academic performance of urban schoolchildren. The data also indicate strongly that there is still a long way to go before all urban schoolchildren are ensured an education that is the equal of any in the nation. The gains that have occurred, however, are not accidental. They are the result of substantial effort and standards-based reforms that urban schools have been pursuing for some time.

There is a general tendency for people to reach for the latest fad or seek the most publicized reform package as the answer to what many think ails public education in the cities. But the leaders of urban districts generally attribute their progress to hard work and an increasing focus on the bottom-line – the academic achievement of students.

It is difficult, even with research, to draw causal links between specific programmatic strategies and broad test score gains—particularly for systems as large as urban school districts. Too many changes are occurring at once in urban systems to be able to isolate the effects of one program from another.

Still, the nation has been coming to a broad consensus on what it takes to improve urban education since the Charlottesville Summit in 1989. And many urban school superintendents will readily acknowledge that some strategies and reforms work, while others probably do not. The new consensus on what it takes to turn around failing schools and to produce broad academic gains in the major cities include many of the following ingredients:

1. **Set Fewer, Clearer Goals Focused on High Academic Standards.** One of the most common observations about urban school districts is that they have tried to do too much. Having too many priorities drained energy and resources from the main academic mission of urban school districts and often provided an excuse for why urban students did not perform well. But a consensus has formed over the last few years that urban schools needed to pare down their priorities to a few, clear goals, with raising student achievement the number one priority. The clearest manifestation of this sentiment for urban schools has been their active pursuit since 1992 and 1993 of challenging academic standards for all students. High academic standards are providing a clearer vision for urban school districts that helps transcend the individual interests of school boards, administrators, teacher unions, constituent groups, and others. For standards to work, they must be:

    - grounded in real, positive beliefs that all children can learn at high levels;
    - developed with parents and the community; translated into concrete curricula for each grade;
    - focused on the knowledge and skills needed in the workplace; and
    - used to guide comprehensive reform and capacity building in each school.

2. **Strengthen Supports for Teachers and Leaders.** Standards are not useful if they do not influence teaching, yet to date, many urban schools have not had a clear vision of what good standards-based instruction looks like. Consensus is emerging, however, around five critical elements in strengthening support for urban educators:

    - First, urban education needs to stabilize its leadership. No organization in the nation, public or private, has the rapid turnover of leadership found in urban schools. Every major city school systems in the nation that has seen substantial progress also has leadership that has been with the district for some years.

- Second, professional development for teachers must be strengthened to ensure that instructional practices are compatible with new standards. This also includes better professional development in such things as classroom management and the teaching of a diverse student body.
- Third, urban school systems must collaborate with states and colleges to strengthen the preparation and induction of teachers who will be teaching in urban schools. Resources are also needed to recruit teachers for the urban setting.
- Fourth, urban schools and districts need to develop a culture that sustains and rewards teachers and administrators who raise student achievement. Several options for how to accomplish this are now under active discussion in many quarters.
- Fifth, improving instruction in urban schools also means providing better professional development for urban administrators in such areas as building school capacity, implementing standards-based reforms, encouraging effective instructional practice, prioritizing the complex demands placed on urban systems, and generating community support.

3. **Develop a School Climate Conducive to Learning.** In some urban school districts, promising reforms have "washed out" because of organizational and structural problems. School size is an obvious example. The biggest urban schools often have the most problems. This is especially true in middle and high schools, which tend to be large and impersonal—at the very age when many urban children fall through the cracks. A consensus is quickly forming around these concepts:

- Urban schools need to be reorganized into smaller, more personal learning communities.
- Urban school leaders need to think more creatively about issues of governance—both in schools and in districts.
- Rebuilding urban communities is a shared responsibility: schools must assume major responsibility for teaching and learning, and the larger community should take care of other needs.
- Creating a better learning climate involves actions both inside and outside of schools. Possible changes inside schools include lengthening class periods and making other schedule changes; "looping" teachers so they move up with the same class and assigning teachers in other new ways; using facilities differently; reducing social promotions; expanding opportunities for school choice; and creating schools-within-schools. Possible changes outside the schools include streamlining bureaucracies, reducing regulatory burden, and building stronger collaborations with outside community organizations and agencies.

4. **Establish Stronger Accountability for Performance.** Accountability is an issue on which there is strong consensus.[45] The public will not be fully convinced that urban schools are seri-

---

[45] Council of the Great City Schools and the American Productivity and Quality Center (2000). *Benchmarking Best Practices in Accountability Systems.*

-ious about reform until those schools demonstrate meaningful accountability. Right now accountability is haphazard; when urban districts fail to show progress—or even when they do—the Superintendent is fired, but most other things go on as usual. To be successful, accountability measures should do a number of things:

- They should be driven by student academic performance and based on concrete, measurable outcomes.
- Although there are differences of opinion about whether accountability should focus on individual schools or just individuals, there is broader agreement that all adults in the system should share responsibility for improving student performance—including teachers, superintendents, school board members, and other education staff, as well as students, parents and community members,
- Accountability for student learning should be tied to meaningful incentives and explicit consequences for all adults in the system. The nature of these incentives is still hotly debated, but most stakeholders agree that they should be present.
- Accountability should be based on solid data and assessments.

5. **Increase Community Involvement and Build Public Support for Urban Schools.** There is strong consensus that improving urban schools requires involvement from all key stakeholders. This involvement will need to take several forms:

- Urban school districts need to build stronger and broader advocacy for public education among parents, business, political leaders, the media, and the 75 percent of taxpayers who have no school-aged children. This involves such activities as fixing visible school maintenance problems, improving safety and security, and demonstrating student progress.
- Urban school districts have much to gain by promoting greater involvement of parents and community members, and creating a climate in which they feel welcome. This includes community volunteerism, mentoring, school-to-work activities and other activities.
- Urban school districts need to create a community "buy-in" for standards-based reform by establishing collaborative partnerships with community stakeholders.

6. **Increase Investments and Efficiencies in Urban Schools.** Sooner or later, urban education reform comes down to the question of resources. There is a broad consensus that urban schools must demonstrate they are using their current resources, however insufficient, to best effect. Much work has been devoted to this area over the last few years, but more effort is likely to be exerted in the next few years to ensure that the highest share of available resources goes toward direct classroom instruction. Greater consensus is also emerging to provide urban schools with adequate and equitable funding to carry out school reform, although reform advocates still put differing emphases on this issue. The data are clearer than ever before that many urban school districts across the country have no more resources to jump the hurdles of highly concentrated poverty than districts with lesser needs.

7. **Build on What Works.** Finally, urban schools know a great deal more than they used to about what works. They have more effective strategies for teaching, community collaboration, and systemic reform than ever before. But many of these successes are not being implemented on a broad scale, and many educators often are not aware of these models for success. Urban schools simply need better information about what works in different types of schools, as well as help with implementing and sustaining good practice. "Scaling up" is a major challenge—expanding the successes achieved in individual classrooms and schools so they thrive across a whole city. New research, better dissemination of current research, and additional resources to expand good practice are all necessary elements.

The data in this report demonstrate that a number of cities are producing substantial and convincing gains. All of them are doing the kinds of things that a growing consensus suggests are necessary. No single reform can account for these improvements, but several cities stand out for the progress they have made and the things they are doing. A sample of those districts and the steps they are taking include the following:

- **Charlotte-Mecklenburg** improved its reading and math scores on the North Carolina End-of-Grade Tests between 1997 and 2000 in grades 3-8. Improvements in reading and math were faster than those posted by the state in four out of six grades tested. The district was one of the first cities in the nation to adopt higher standards and has moved aggressively to reduce achievement gaps. The district has stable leadership, an innovative pre-school program, and extensive teacher professional development.

- **Houston** improved its reading and math scores on the Texas Assessment of Academic Skills (TAAS) in grades 3-8 and grade 10 between 1994 and 2000. Reading scores improved at a faster rate than the state in all grades tested, and math scores improved more rapidly in six of seven grades tested. Gaps narrowed substantially at each grade level. The goals, curriculum, and assessment systems in the district are highly aligned. The district uses a series of promotion standards for all students in grades 1-3 in reading and grades 4-8 in reading and math. The districts also provides summer school and after school tutorials; professional development in reading for all teachers in grades 1-3; and reading and math initiatives. The district has stable leadership, a highly regarded reading initiative, and extensive summer and weekend classes.

- **Sacramento** improved its reading and math performance on California's statewide test in every grade from 3-11. Gaps have also narrowed. The district has pursued a very aggressive strategy to raise standards, align curriculum, strengthen professional development, and lower class sizes. The district also has strong stable leadership.

- **Fort Worth** improved its reading and math scores on TAAS in grades 3-8 and grade 10 between 1994 and 2000. It also narrowed racial achievement gaps at rates that must be among the fastest in the nation. The district has improved its overall reading scores faster than the state in grades 3-5. The district, whose leadership is also stable, uses a blend of strategies that include instructional support teams, reconstitution, professional development, strong reading and math initiatives, and a relentless focus on student achievement.

- **Boston** improved its reading and math scores on the Massachusetts Comprehensive Assessment System (MCAS) in grades 4, 8, and 10 (the only grades tested). Gains in math were particularly impressive. The district has made closing the achievement gap a top priority and has established explicit goals for accomplishing this by school year 2002-2003, as outlined in its *Focus on Children* report. The key strategy for closing the gap is to implement high academic learning standards in every subject area and at every grade level.

- Other cities that have improved both their reading and math scores in *all grades* tested by the state include **Baltimore, Birmingham, Dallas, Fresno, Los Angeles, Milwaukee, Minneapolis, Portland, San Diego, Seattle, and St. Paul.**
- Districts that have narrowed the achievement *gaps* in reading and math in all or almost all grades tested by the state include **Charlotte-Mecklenberg, Dallas, Fort Worth, Houston, and Miami-Dade County**.
- Other cities that have posted gains on *half or more* of their grades in either math and reading include **Albuquerque, Anchorage, Clark County** (Las Vegas), **Cleveland, Columbus, Dayton, Des Moines, Detroit, Greensborough, Hillsborough County** (Tampa), **Indianapolis, Jefferson County** (Louisville), **Long Beach, New Orleans, New York City, Norfolk, Oakland, Philadelphia, Richmond, Rochester, San Francisco, St. Louis, Toledo and Washington, DC.**

It is not possible to determine with any certainty which of these cities, or any other city, is improving the most. Several urban school systems are making important strides, particularly in math. It is important to understand why some cities appear to be making substantial progress while others are not. Most major city school systems are pursuing the kinds of reforms and strategies that the national consensus suggests, but not everyone is getting the same kinds of results.

The Council of the Great City Schools has launched a major initiative to understand why reforms in some cities are producing systemwide gains while those in others are not. The Council has teamed with the Manpower Development Research Corporation (MDRC) to design and conduct case studies of several Great City School districts that will provide preliminary information on the factors that contribute to gains in some urban districts. The answers will be important for developing plans and technical assistance to accelerate student achievement in urban schools throughout the nation.

5. Synthesis and Discussion

THE DATA ARE PRELIMINARY

This report represents the first time that anyone has attempted to examine the status and progress of America's urban schools on state reading and math tests. The report is imperfect for all the reasons indicated in the methodology section. Data are not comparable from one state to another. Test results are reported in different metrics. Not all states publish their disaggregated results. Test participation rates are not available.

Still, the data in *Beating the Odds* strongly suggest that America's Great City Schools are making progress, particularly in math achievement. Reading gains in city schools appear to be modest and more ambiguous.

These results are preliminary. No statistical tests were performed, so there is little way to judge how significant the gains were. No attempt was made to translate state scale scores (where available) into standard deviations or other normalized data for analysis. The Council of the Great City Schools wanted to present raw untranslated data so no one would wonder if the real results were hidden behind statistical trickery.

The Council is committed to improving its reporting of city results on state tests in future studies. Every attempt will be made to secure scale scores that can be "normalized" and to estimate test-taking rates. City schools should be able to improve their reporting to the nation not only on state tests but on the other indicators that the Council has recently published; for example, the urban school results on the SAT-9, the SAT, the AP, and the ACT tests. The Council intends to regularly update the results of all these indicators.

Findings from *Beating the Odds* and other studies present an emerging picture of how America's inner city schools are performing. Unfortunately, no single indicator gives the public the entire picture, any more than one Stock Market Index adequately describes the economy.

MATH RESULTS

The patterns in math trends are unambiguous for the nation and in the Great City Schools. The only debate at this point should be about the magnitude of the gains in both settings. *Beating the Odds* indicates that nearly half (47%) of the Great City School *districts* had improved math scores in *all* grades tested by the state. The vast majority (92%) of the major city school systems had improved their math scores in *half or more* of their grades. And, 47% of the large cities improved *faster* than their respective states.

The data also showed that 86% of *all grades* tested in math had gained and 44% of grades tested had improved *faster* than their respective states. About 83% of 8th grades posted math gains in the Great City Schools.

These results are consistent with several other studies. The Council's recent analysis of 10-year trends in ACT scores found that the average ACT math score in the cities had increased from 18.6 in 1990 to 19.0 in 1999. These increases appear to be due largely to gains among females and students in the poorest cities.

The math gains are also supported by the reanalysis of state NAEP trends in central cities commissioned by the Council and The Broad Foundation. Central cities improved their NAEP math scores by 0.92 NAEP points per year between 1992 and 1996, a rate that is statistically significant at the most rigorous levels.

The recently released TIMSS study was administered in several major cities (Chicago, Miami-Dade County, Rochester, and others).[46] The results suggest that despite improvements, the overall performance levels in cities are low by international and national standards. *Beating the Odds* similarly found that most Great City Schools scored below state standards, although the portion scoring above the state standards had improved in the last several years.

There are also signs that racially identifiable achievement gaps in math are narrowing. Data are preliminary because results are not available for all districts, but they suggest that 56% of selected grades tested had narrowed gaps between White and Hispanic students and 49% had narrowed gaps between White and African American students. These trends are consistent with ACT math data on the Great City Schools, which showed modest progress among Puerto Rican and African American students.

The state data presented in *Beating the Odds* do not tell use much about the magnitude of the achievement gaps. In some cities, the gaps appear to be similar in degree to the statewide average gap. In others, the gaps are wider. This variation may be due, in part, to the nature of the assessments, since some tests routinely show wider gaps than others do. Some of the variation may also be due to differing poverty rates. Council studies on ACT, SAT-9, and AP results showed that racially identifiable achievement gaps in city schools were similar in degree to those nationwide. Gaps were somewhat wider on the SAT I.

READING RESULTS

The finding that reading has improved in the Great City Schools is more tenuous. *Beating the Odds* found that 35% of major city school *districts* improved their reading performance on *all* grades tested by their respective states. Some 80% of the cities gained in *half or more* of their grades, and 34% had improved *faster* than their state in half or more of their grades.

Approximately 74% of *all grades* in the Great City Schools posted reading gains and about 41% of grades tested increased *faster* than their respective states. However, reading achievement declined in 21% of the grades tested. Reading scores improved in 91% of the 3rd grades and 79% of the 4th grades, but showed much slower gains in the 10th, 11th, and 12th grades.

Gaps by race in reading also appeared to narrow. State test results show that the city schools closed achievement gaps in reading between Whites and African Americans in 65% of grades tested and between Whites and Hispanics in 67% of grades tested. These rates were somewhat better than those posted in math.

These reading gains are at odds, however, with other indicators. The Council's study of ACT trends showed no change in average reading scores in the cities between 1990 and 1999. The only groups that posted ACT gains were Puerto Rican and Native American students in the cities. The reanalysis of central city NAEP reading trends between 1992 and 1998 also suggests little changed. The most recently released NAEP report shows that reading scores have not improved much nationally either.[47]

---

[46] *Mathematics Benchmarking Report, TIMSS 1999—Eighth Grade: Achievement for U.S. and Districts in an International Context* (2001).

In a nutshell, *Beating the Odds* strongly suggests that the Great City Schools have made significant and meaningful gains in math achievement over the last several years, but that gains in reading shown on state assessments could not be corroborated with other nationally available evidence.

THE URBAN CONTEXT

These math and reading trends have occurred in an urban context that is significantly different from other schools. *Beating the Odds* looked at those differences and how they have changed over the last several years. Urban schools enroll students that are 50% more likely to be poor and three times as likely to be learning English. In addition, the Great City Schools enroll about 30% of all students of color in the country and disproportionately large numbers of English language learners and poor. These percentages have remained relatively unchanged in recent years.

The most disturbing trend in *Beating the Odds* related to funding. The analysis of data from the National Center for Education Statistics showed that the average per pupil expenditure (APPE) of the Great City Schools had slipped to a few dollars below the national average. America's average inner city school spent $6,175 per student in 1998-99, compared with the national average of $6,189.[48]

This erosion continues a trend of a decade or more. The APPE of the Great City Schools was $6,094 in 1995-96, or $405 dollars more per student than the national average, but it grew by only 1.3% between 1995-96 and 1998-99. The APPE nationally, on the other hand, increased by 8.8% over the same period. Expenditures per pupil in 1989-90 were about $1,000 higher in city schools than in the nation.[49]

The significance of this trend is hard to overstate, particularly in light of the TIMSS study. The TIMSS report analyzed the "home educational resources" of students and districts taking the international test, using an index that consistently correlates with student math performance.[50] This analysis showed that school districts in the U.S. with the greatest percentage of students with high levels of home educational resources were also among the highest performing on the international math benchmark. Conversely, the four urban districts (Jersey City, Chicago, Rochester, and Miami-Dade County) that had the lowest relative student achievement in math also had the lowest percentage of students with high home educational resources. Only 10% of students in the Chicago schools, for instance, came from homes with high educational resources, and only 12% of Chicago's students scored in the upper quartile on the TIMSS math benchmark. About 56% of students in the Naperville school district and 45% of students in the First in the World Consortium (FWC) and both are suburban in their characteristics. Approximately 59% of Naperville's students and 56% of the FWC students scored in the upper quartile.

---

[47] National Center for Education Statistics (2001). *The Nation's Report Card: Fourth-Grade Reading 2000.* Washington, D. C.: U.S. Department of Education, Office of Educational Research and Improvement. (NCES 2001-499)

[48] All data reported in "current expenditures," i.e., expenditures allocable to student costs.

[49] *Ten Year Trends in Urban Education: 1987-1997* (2000). Washington, D.C.: Council of the Great City Schools

[50] Students from homes with high home educational resources were those with at least 100 books in the home, a computer, a study desk, a dictionary, and at least one parent with a university degree. Students from homes with low educational resources were those where there were fewer than 25 books, fewer study aids, and parents who had not completed secondary education.

The level of resources for the Great City Schools is no better than average, if that, yet these schools must overcome disparities in home educational resources and attain state academic standards in math and reading.

The Chicago public schools, for instance, had $5,784 per child in 1998-99 to attain the same high standards that Naperville was achieving with $5,988 and the FWC was achieving with $8,924. Both Naperville and the FWC supplemented those expenditures with substantially higher home educational resources. This pattern was also true in Rochester and Miami-Dade County, where the APPE and home resources were below statewide averages.

The disparities in dollars are not as important as what the resources, both at home and in school, can buy: books, computers, trips, smaller class-sizes, better prepared teachers, smaller schools, and the like.

Still, it is apparent that achievement in the Great City Schools is improving. Some of these gains are coming from working smarter and squeezing inefficiencies out of every scare dollar. Some of the gains, however, come from the cities doing what the nation has agreed is likely to work—high standards, strong and stable leadership, better teaching, more instructional time, regular assessments, stronger accountability, parental and community support, and efficient management.

Enough cities are now improving to begin asking why some are not improving. The data suggest that improvement, however modest, is possible on a relatively large scale. It is also time to determine how the pace of improvement can be accelerated. The Council of the Great City Schools and its member districts are now asking these questions. We are also aggressively pursuing the answers and the strategies to accelerate our gains.

The nation, for its part, needs to think long and hard about the resources urban schools have to beat the odds.

DISTRICT PROFILES

DISTRICT PAGE

GREAT CITY SCHOOLS 46
ALBUQUERQUE 48
ANCHORAGE 50
ATLANTA 52
BALTIMORE 56
BIRMINGHAM 60
BOSTON 62
BROWARD COUNTY 64
BUFFALO 70
CHARLOTTE-MECKLENBURG 72
CHICAGO 76
CLARK COUNTY 78
CLEVELAND 80
COLUMBUS 84
DALLAS 88
DAYTON 92
DENVER 96
DES MOINES 100
DETROIT 102
FORT WORTH 104
FRESNO 108
GREENSBORO (GUILFORD COUNTY) 112
HILLSBOROUGH COUNTY (TAMPA) 116
HOUSTON 122
INDIANAPOLIS 126
JEFFERSON COUNTY (LOUISVILLE) 130
LONG BEACH 132
LOS ANGELES 136
MIAMI-DADE COUNTY 140
MILWAUKEE 146
MINNEAPOLIS 150
NASHVILLE 154
NEWARK 158
NEW ORLEANS 160
NEW YORK CITY 162
NORFOLK 164
OAKLAND 166
OMAHA 170
ORANGE COUNTY (ORLANDO) 172
PHILADELPHIA 178
PITTSBURGH 182
PORTLAND 184
PROVIDENCE 186
RICHMOND 188
ROCHESTER 190
SACRAMENTO 192
ST. LOUIS 196
ST. PAUL 198
SALT LAKE CITY 200
SAN DIEGO 202
SAN FRANCISCO 206
SEATTLE 210
TOLEDO 214
TUCSON 218
TULSA 224
WASHINGTON, DC 226

GREAT CITY SCHOOLS

Demographics [1]	Great City Schools		Nation	
	1995-96	1998-99	1995-96	1998-99
Number of Students	6,351,915	6,608,834	44,840,481	46,534,681
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	60.8	NA	38.0 [2]
Percent of Students with IEPs[3]	10.7	12.1	NA	12.3
Percent of Students in LEP Programs	NA	21.9[4]	NA	7.6 [5]
Percent African American	40.1	39.2	16.8	17.1
Percent Hispanic	27.9	29.8	13.5	15.0
Percent White	25.2	23.9	64.8	62.9
Percent Other	6.8	7.0	4.8	5.0
Number of FTE Teachers	349,363	381,092	2,598,220	2,826,146
Student-Teacher Ratio	18.2	17.3	17.3	16.5
Number of Schools	8,696	9,098	87,125	91,062
Current Expenditures Per Pupil [6]	$6,094	$6,175	$5,689	$6,189

Great City Schools as a Percentage of the Nation's Public Schools	1995-96	1998-99
Percent of Students	14.2	14.2
Percent of Minority Students	30.7	29.4
Percent of African American Students	34.4	29.1
Percent of Hispanic Students	29.7	32.4
Percent of FRPL	NA	22.4 [7]
Percent of IEPs	NA	14.4
Percent of LEPs	NA	23.4 [8]
Percent of Schools	10.0	10.2
Percent of Teachers	13.5	13.5
Percent of State Revenue [9]	15.2	14.1

Endnotes

1. Aggregated totals include NCES data and corrections submitted by individual school districts.

2. Six states (AZ, DC, IL, PA, TN, and WA) did not report free and reduced price lunch eligibility and are not included in the national total.

3. N=54, does not include Jefferson County who did not have IEP data for 1995-96.

4. N=34; percentage is based on the enrollment of districts who provided LEP data.

5. Estimated using data from the National Clearinghouse for Bilingual Education.

6. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year, the most recent year available from NCES.

7. The percentage of the nation's FRPL is based on all states who reported FRPL eligibility. (See footnote #2.)

8. The percentage of the nation's LEP students is based on a national estimate. (See footnote #3.)

9. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year, the most recent year available form NCES.

DISTRICT ALBUQUERQUE
STATE NEW MEXICO

STATE READING AND MATH ASSESSMENTS

State Assessment [1]	CTBS5/TerraNova Survey Plus	First Year Reported [2]	1998
Grades Tested	3-10	How Reported	Median Percentile Rank & Performance Level

Demographics [3]	Albuquerque		New Mexico	
	1995-96	1998-99	1995-96	1998-99
Number of Students	89,019	85,847	329,640	328,753
Percent Free & Reduced Price Lunch Eligible (FRPL)	40.1*	38.4	NA	48.9
Percent of Students with IEPs	8.2	20.0	13.8	18.2
Percent of Students in LEP Programs	NA	NA	NA	NA
Percent African American	3.6	3.7	2.4	2.3
Percent Hispanic	45.3*	48.3	46.8	48.8
Percent White	44.3*	42.0	39.5	37.2
Percent Other	6.8*	6.0	11.4	11.8
Number of FTE Teachers	5,526	5,271	19,398	19,981
Student-Teacher Ratio	16.1	16.3	17.0	16.5
Number of Schools	122	125	721	745
Current Expenditures Per Pupil [4]	$4,328	$4,564	$4,604	$5,005

Albuquerque as a Percentage of New Mexico's Public Schools	1995-96	1998-99
Percent of Students	27.0	26.1
Percent of FRPL	NA	NA
Percent of IEPs	32.6	28.8
Percent of LEPs	NA	NA
Percent of Schools	16.9	16.8
Percent of Teachers	28.5	26.4
Percent of State Revenue [5]	27.9	27.8

Albuquerque
CTBS/5 TerraNova
Median National Percentile Rank [6]

	Grade	1998	1999	2000	Annualized Change in NCEs
Composite					
Albuquerque	3	NA	NA	54	NA
New Mexico	3	NA	NA	51	NA
Albuquerque	4	58	61	59	0.3
New Mexico	4	51	53	53	0.6
Albuquerque	5	NA	NA	58	NA
New Mexico	5	NA	NA	52	NA
Albuquerque	6	49	49	49	0.0
New Mexico	6	45	47	47	0.5
Albuquerque	7	NA	NA	53	NA
New Mexico	7	NA	NA	49	NA
Albuquerque	8	56	56	58	0.5
New Mexico	8	48	49	51	0.8
Albuquerque	9	NA	NA	55	NA
New Mexico	9	NA	NA	48	NA

Albuquerque
High School Competency Exam
Percent Passing on First Attempt

	Grade	1996	1997	1998	1999	2000	Annualized Change
Albuquerque	10	92.6	92.5	90.3	87.6	85.9	-1.7
New Mexico	10	88.7	88.0	85.8	84.0	83.6	-1.3

Endnotes

1. The New Mexico Statewide Student Assessment System is comprised of four tests: the Reading Assessment for grades 1 and 2; the New Mexico Achievement Assessment Program for grades 3-9; the New Mexico Writing Assessment Program (WAP) for grades 4, 6, and 8; and the New Mexico High School Competency Examinations (HSCE) for grade 10. The New Mexico Achievement Assessment Program uses the CTBS5/ TerraNova Survey Plus.

2. Until 1999, the New Mexico Achievement Assessment Program was used only in grades 4, 6, and 8. It has been revised and expanded to include all grades 3-9. The HSCE was first administered in grade 10 in 1987-88 and completely revised in 1995-96.

3. Asterisk indicates that NCES data have been replaced with data provided by the school district.

4. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

5. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

6. Annualized change indices are presented in Normal Curve Equivalents.

DISTRICT **ANCHORAGE**
STATE **ALASKA**

STATE READING AND MATH ASSESSMENTS

State Assessment [1]	California Achievement Test, Form 5 (CAT/5)	First Year Reported	1998
Grades Tested [2]	4,8,& 11	How Reported	Percent Top Quartile

Demographics	Anchorage		Alaska	
	1995-96	1998-99	1995-96	1998-99
Number of Students	47,318	49,587	127,618	135,373
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	28.8	NA	25.6
Percent of Students with IEPs	14.4	14.8	13.8	13.1
Percent of Students in LEP Programs	NA	NA	NA	NA
Percent African American	8.6	8.8	4.6	4.6
Percent Hispanic	4.4	5.1	2.7	3.0
Percent White	68.9	65.6	63.7	62.5
Percent Other	18.1	20.0	28.9	29.9
Number of FTE Teachers	2,461	2,824	7,379	8,118
Student-Teacher Ratio	19.2	17.6	17.3	16.7
Number of Schools	84	92	495	497
Current Expenditures Per Pupil [3]	$6,343	$6,390	$8,189	$8,271

Anchorage as a Percentage of Alaska's Public Schools	1995-96	1998-99
Percent of Students	37.1	36.6
Percent of FRPL	NA	41.2
Percent of IEPs	38.7	41.3
Percent of LEPs	NA	NA
Percent of Schools	17.0	18.5
Percent of Teachers	33.4	34.8
Percent of State Revenue [4]	27.9	25.8

Anchorage
CAT/5

Percent in Top Quartile

	Grade	1998	1999	2000	Annualized [5] Change
Total Reading					
Anchorage	4	33.8	32.1	35.0	-1.7
Alaska	4	30.8	31.0	NA	0.2
Anchorage	8	36.2	37.7	37.6	1.5
Alaska	8	31.8	32.7	NA	0.9
Anchorage	11	35.4	34.7	NA	-0.7
Alaska	11	28.2	NA	NA	NA
Total Math					
Anchorage	4	41.5	41.0	45.3	-0.5
Alaska	4	36.8	35.3	NA	-1.5
Anchorage	8	35.4	35.8	35.5	0.4
Alaska	8	32.1	32.7	NA	0.6
Anchorage	11	39.5	39.8	NA	0.3
Alaska	11	31.7	NA	NA	NA

Endnotes

1. Alaska's Comprehensive System of Student Assessments (CSSA) consists of four parts: the High School Graduation Qualifying Examination (HSGQE); the Benchmark Examinations; the California Achievement Test (CAT/5); and the Alaska Developmental Profile for students entering kindergarten or first grade.

2. Alaska has revised its assessment program. In 1998 the Quality Schools Initiative was passed that expanded a 1997 law, which mandated the High School Graduation Qualifying Examination (HSGQE) to include testing in grades 3,6, and 8. Students in grades 3, 6 and 8 are now given the Alaska Benchmark Examinations in reading, writing and math. Students in grades 4 and 7 are required to take the CAT/5 in reading, language arts, and math. Beginning in 2000, students in grades 8 & 11 are no longer required to take the CAT/5.

3. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

4. Percent of State Revenue data for the 1998-99 school year is from 1997 fiscal year.

5. The Alaska Department of Education did not report 2000 assessment results on its website. As a result, annualized change figures represent differences between 1998 and 1999 scores.

Assessment data are not comparable to data in other states.

65

DISTRICT **ATLANTA**
STATE **GEORGIA**

STATE READING AND MATH ASSESSMENTS

State Assessment [1]	Iowa Test of Basic Skills (ITBS)	First Year Reported	1997
Grades Tested	3-6,8 & 11	How Reported [2]	National Percentile

Demographics	**Atlanta**		**Georgia**	
	1995-96	**1998-99**	**1995-96**	**1998-99**
Number of Students	60,209	60,541	1,311,126	1,404,291
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	75.0	NA	43.2
Percent of Students with IEPs	6.0	6.4	10.3	10.8
Percent of Students in LEP Programs	NA	2.1	NA	1.6
Percent African American	90.4	89.9	37.8	38.0
Percent Hispanic	1.8	2.3	2.2	3.4
Percent White	6.6	6.6	58.2	56.3
Percent Other	1.3	1.2	1.7	2.1
Number of FTE Teachers	3,637	3,904	79,480	88,658
Student-Teacher Ratio	16.6	15.5	16.5	15.8
Number of Schools	102	98	1,763	1,843
Current Expenditures Per Pupil [3]	$6,969	$7,146	$5,056	$5,647

Atlanta as a Percentage of Georgia's Public Schools	**1995-96**	**1998-99**
Percent of Students	4.6	4.3
Percent of FRPL	NA	7.5
Percent of IEPs	4.8	2.5
Percent of LEPs	NA	5.6
Percent of Schools	5.8	5.3
Percent of Teachers	4.6	4.4
Percent of State Revenue [4]	4.1	4.0

Atlanta
ITBS
National Percentile [5]

	Grade	1997	1998	1999	2000	Annualized Change in NCEs
Reading Comprehension						
Atlanta	3	48	55	50	48	0.0
Georgia	3	52	53	54	54	0.3
Atlanta	5	49	52	47	49	0.0
Georgia	5	52	53	53	53	0.2
Atlanta	8	34	35	36	33	-0.2
Georgia	8	48	48	49	49	0.2
Math						
Atlanta	3	51	58	53	50	-0.2
Georgia	3	59	61	61	62	0.5
Atlanta	5	50	53	48	49	-0.2
Georgia	5	57	58	59	59	0.4
Atlanta	8	43	43	45	43	0.0
Georgia	8	54	55	56	57	0.5

Atlanta
Criterion-Referenced Competency Tests (CRCT)
Percent Meeting/Exceeding Standard

	Grade	1997	1998	1999	2000	Annualized Change
Reading						
Atlanta	4	NA	NA	NA	47	NA
Georgia	4	NA	NA	NA	65	NA
Atlanta	6	NA	NA	NA	52	NA
Georgia	6	NA	NA	NA	71	NA
Atlanta	8	NA	NA	NA	60	NA
Georgia	8	NA	NA	NA	75	NA
Math						
Atlanta	4	NA	NA	NA	43	NA
Georgia	4	NA	NA	NA	62	NA
Atlanta	6	NA	NA	NA	47	NA
Georgia	6	NA	NA	NA	66	NA
Atlanta	8	NA	NA	NA	36	NA
Georgia	8	NA	NA	NA	54	NA

Assessment data are not comparable to data in other states.

Atlanta
Georgia High School Graduation Test (GHSGT)
Percent Passing on First Administration

	Grade	1997	1998	1999	2000	Annualized Change
English Language Arts						
Atlanta	11	89	89	91	90	0.3
Georgia	11	94	94	96	95	0.3
Math						
Atlanta	11	72	78	79	85	4.3
Georgia	11	87	88	88	92	1.7

Endnotes

1. Georgia's state assessment program also includes The Georgia Kindergarten Assessment Program-Revised (GKAP-R); the Criterion-Referenced Competency Tests (CRCT); and the Georgia High School Graduation Test (GHSGT). As of May 2000, the state will begin using the SAT/9 instead of the ITBS.

2. Criterion-Referenced Competency Test (CRCT) results are reported as percent meeting or exceeding standard. Georgia High School Graduation Test (GHSGT) results are reported as percent passing first administration.

3. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

4. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

5. Annualized Change indices are presented in Normal Curve Equivalents.

DISTRICT	**BALTIMORE**
STATE	**MARYLAND**

STATE READING AND MATH ASSESSMENTS

State Assessment [1]	Maryland School Performance Assessment Program	First Year Reported	1994
Grades Tested	2-6 & 8	How Reported [2]	Percent Satisfactory

Demographics [3]	**Baltimore**		**Maryland**	
	1995-96	**1998-99**	**1995-96**	**1998-99**
Number of Students	109,980	106,540	805,544	841,671
Percent Free & Reduced Price Lunch Eligible (FRPL)	70.1*	68.4*	NA	30.5
Percent of Students with IEPs	15.9	17.5	12.7	13.1
Percent of Students in LEP Programs	0.4*	0.5	NA	2.1
Percent African American	84.3	86.4	35.0	36.6
Percent Hispanic	0.4	0.5	3.3	4.0
Percent White	14.3	12.2	57.5	55.0
Percent Other	1.1	1.0	4.1	4.3
Number of FTE Teachers	6,291	6,005	47,819	49,840
Student-Teacher Ratio	17.5	17.7	16.8	16.9
Number of Schools	180	182	1,276	1,326
Current Expenditures Per Pupil [4]	$6,370	$6,702	$6,593	$7,034

Baltimore as a Percentage of Maryland's Public Schools	**1995-96**	**1998-99**
Percent of Students	13.7	12.7
Percent of Free Lunch Eligible	NA	28.4
Percent of IEPs	17.1	16.9
Percent of LEPs	NA	3.3
Percent of Schools	141	13.7
Percent of Teachers	13.2	12.0
Percent of State Revenue [5]	19.4	18.8

Baltimore
Maryland School Performance Assessment Program (MSPAP)
Percent Satisfactory

	Grade	1994	1995	1996	1997	1998	1999	2000	Annualized Change
Reading									
Baltimore	3	9.2	11.4	11.2	11.8	16.6	15.6	18.5	1.6
Maryland	3	30.6	34.0	35.3	36.8	41.6	41.2	39.2	1.4
Baltimore	5	10.0	9.2	10.9	13.0	14.3	15.7	19.9	1.7
Maryland	5	30.2	29.5	33.7	35.6	40.4	41.4	44.6	2.4
Baltimore	8	5.4	7.4	7.9	8.1	6.7	7.1	8.5	0.5
Maryland	8	24.0	27.6	28.6	26.3	25.5	25.3	26.8	0.5
Math									
Baltimore	3	12.4	15.0	8.7	10.8	13.2	11.4	14.3	0.3
Maryland	3	33.9	42	38.7	41.4	41.6	38.9	40.1	1.0
Baltimore	5	13.3	16.7	13.2	13.6	13.5	16.2	20.5	1.2
Maryland	5	42.1	44.7	47.8	48.2	47.9	46.2	46.7	0.8
Baltimore	8	9.4	12.4	8.6	10.0	12.7	12.8	14.8	0.9
Maryland	8	40.3	42.3	43.3	45.9	47.4	49.0	50.4	1.7

Baltimore
CTBS
National Percentiles[6]

	Grade	1999	2000	Annualized Change in NCEs
Reading				
Baltimore	2	29	35	3.6
Maryland	2	46	55	4.7
Baltimore	4	34	29	-3.0
Maryland	4	50	54	2.1
Baltimore	6	26	23	-2.1
Maryland	6	51	52	0.6
Math				
Baltimore	2	22	26	2.8
Maryland	2	43	53	5.3
Baltimore	4	24	25	0.7
Maryland	4	49	55	3.1
Baltimore	6	20	20	0.0
Maryland	6	51	55	2.1

Assessment data are not comparable to data in other states.

Baltimore
MSPAP-Reading
Percent Satisfactory

	Grade	1994	1995	1996	1997	1998	1999	2000	Change in Gap
Baltimore	3								
African American		7.9	9.9	9.8	10.1	15.1	14.3	17.9	10.0
Gap		*-7.1*	*-9.2*	*-8.9*	*-11.0*	*-10.4*	*-10.8*	*-5.9*	*-1.2*
White		15.0	19.1	18.7	21.1	25.5	25.1	23.8	8.8
Gap		*-10.6*	*-2.4*	*9.9*	*0.3*	*-6.3*	*-6.5*	*-7.5*	*-3.1*
Hispanic		4.4	16.7	28.6	21.4	19.2	18.6	16.3	11.9
Maryland	3								
African American		14.1	16.3	17.2	18.4	23.2	23.6	24.3	10.2
Gap		*-24.7*	*-27.2*	*-28.1*	*-29.0*	*-29.6*	*-28.8*	*-24.9*	*0.2*
White		38.8	43.5	45.3	47.4	52.8	52.4	49.2	10.4
Gap		*-14.4*	*-18.4*	*-19.3*	*-17.3*	*-17.7*	*-18.3*	*-18.4*	*4.0*
Hispanic		24.4	25.1	26.0	30.1	35.1	34.1	30.8	6.4
Baltimore	5								
African American		8.2	8.0	9.2	11.8	13.3	14.9	19.3	11.1
Gap		*-10.0*	*-7.5*	*-10.7*	*-7.6*	*-7.5*	*-6.1*	*-4.3*	*-5.7*
White		18.2	15.5	19.9	19.4	20.8	21.0	23.6	5.4
Gap		*-9.7*	*0.3*	*-4.9*	*-7.4*	*-13.9*	*-6.7*	*7.2*	*-16.9*
Hispanic		8.5	15.8	15.0	12.0	6.9	14.3	30.8	22.3
Maryland	5								
African American		14.9	13.8	16.6	18.9	23.0	23.9	26.9	12.0
Gap		*-23.0*	*-23.8*	*-26.2*	*-25.8*	*-27.5*	*-27.8*	*-28.7*	*5.7*
White		37.9	37.6	42.8	44.7	50.5	51.7	55.6	17.7
Gap		*-16.0*	*-18.4*	*-17.1*	*-16.7*	*-19.6*	*-19.5*	*-18.9*	*2.9*
Hispanic		21.9	19.2	25.7	28.0	30.9	32.2	36.7	14.8
Baltimore	8								
African American		4.4	6.3	6.8	6.7	5.5	6.4	8.0	3.6
Gap		*-6.9*	*-8.0*	*-8.5*	*-9.8*	*-8.3*	*-5.4*	*-4.3*	*-2.6*
White		11.3	14.3	15.3	16.5	13.8	11.8	12.3	1.0
Gap		*-8.9*	*-4.9*	*-10.8*	*3.5*	*1.6*	*-7.8*	*-0.5*	*-8.4*
Hispanic		2.4	9.4	4.5	20.0	15.4	4.0	11.8	9.4
Maryland	8								
African American		10.2	13.3	13.1	13.0	12.1	13.5	15.1	4.9
Gap		*-20.7*	*-21.9*	*-23.7*	*-20.4*	*-20.3*	*-17.9*	*-17.7*	*-3.0*
White		30.9	35.2	36.8	33.4	32.4	31.4	32.8	1.9
Gap		*-15.6*	*-16.1*	*-16.2*	*-13.7*	*-14.0*	*-11.1*	*-9.1*	*-6.5*
Hispanic		15.3	19.1	20.6	19.7	18.4	20.3	23.7	8.4

Assessment data are not comparable to data in other states.

Baltimore
MSPAP-Math
Percent Satisfactory

	Grade	1994	1995	1996	1997	1998	1999	2000	Change in Gap
Baltimore	3								
African American		10.8	13.5	7.3	8.7	11.4	10.1	12.7	1.9
Gap		***-8.8***	***-9.1***	***-9.2***	***-14.1***	***-12.2***	***-10.8***	***-12.3***	***3.5***
White		19.6	22.6	16.5	22.8	23.6	20.9	25.0	5.4
Gap		***-8.6***	***-5.9***	***-11.7***	***-19.4***	***-15.6***	***-11.6***	***-9.6***	***1.0***
Hispanic		11.0	16.7	4.8	3.4	8.0	9.3	15.4	4.4
Maryland	3								
African American		14.3	19.6	16.4	17.8	20.0	18.8	19.5	5.2
Gap		***-29.3***	***-34.2***	***-34.7***	***-37.3***	***-34.8***	***-33.0***	***-34.4***	***5.1***
White		43.6	53.8	51.1	55.1	54.8	51.8	53.9	10.3
Gap		***-19.5***	***-23.0***	***-22.3***	***-23.5***	***-21.9***	***-22.2***	***-25.0***	***5.5***
Hispanic		24.1	30.8	28.8	31.6	32.9	29.6	28.9	4.8
Baltimore	5								
African American		10.9	15.2	11.0	11.2	12.1	14.8	19.1	8.2
Gap		***-13.4***	***-9.4***	***-14.0***	***-16.2***	***-10.6***	***-10.2***	***-12.0***	***-1.4***
White		24.3	24.6	25.0	27.4	22.7	25.0	31.1	6.8
Gap		***-10.5***	***-3.5***	***-25.0***	***-23.6***	***-13.3***	***-17.0***	***-13.2***	***2.7***
Hispanic		13.8	21.1	0.0	3.8	9.4	8.0	17.9	4.1
Maryland	5								
African American		18.2	21.9	23.3	22.6	24.0	24.3	24.3	6.1
Gap		***-35.8***	***-34.4***	***-37.7***	***-40.0***	***-38.3***	***-35.2***	***-36.9***	***1.1***
White		54.0	56.3	61.0	62.6	62.3	59.5	61.2	7.2
Gap		***-22.4***	***-20.9***	***-24.3***	***-24.6***	***-27.0***	***-23.1***	***-27.9***	***5.5***
Hispanic		31.6	35.4	36.7	38.0	35.3	36.4	33.3	1.7
Baltimore	8								
African American		7.6	10.4	6.4	7.8	10.8	10.8	13.0	5.4
Gap		***-12.7***	***-14.2***	***-16.0***	***-16.0***	***-14.6***	***-15.2***	***-14.9***	***2.2***
White		20.3	24.6	22.4	23.8	25.4	26.0	27.9	7.6
Gap		***-18.7***	***-2.7***	***-8.8***	***-7.8***	***-6.9***	***-6.0***	***-19.6***	***0.9***
Hispanic		1.6	21.9	13.6	16.0	18.5	20.0	8.3	6.7
Maryland	8								
African American		15.3	19.0	17.2	19.5	21.3	2.2	24.7	9.4
Gap		***-37.8***	***-35.8***	***-40.6***	***-41.2***	***-40.5***	***-62.3***	***-40.6***	***2.8***
White		53.1	54.8	57.8	60.7	61.8	64.5	65.3	12.2
Gap		***-28.4***	***-22.7***	***-26.9***	***-23.9***	***-23.2***	***-27.3***	***-23.7***	***-4.7***
Hispanic		24.7	32.1	30.9	36.8	38.6	37.2	41.6	16.9

Endnotes

1. The state also administers the CTBS and the Functional Tests/High School Assessment (HSA). The Functional Tests are being replaced by the High School Assessment (HSA).

2. CTBS results are reported as National Percentiles.

3. Asterisk indicates that NCES data have been replaced with data provided by the school district.

4. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

5. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

6. Annualized Change indices are presented in Normal Curve Equivalents.

Assessment data are not comparable to data in other states.

DISTRICT	**BIRMINGHAM**
STATE	**ALABAMA**

STATE READING AND MATH ASSESSMENTS

State Assessments [1]	Stanford Achievement Test, Ninth Edition (SAT/9)	First Year Reported	1996
Grades Tested	3-11	How Reported [2]	National Percentiles

Demographics	**Birmingham**		**Alabama**	
	1995-96	**1998-99**	**1995-96**	**1998-99**
Number of Students	41,824	39,011	746.149	747,970
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	58.7	NA	44.4
Percent of Students with IEPs	10.1	14.2	13.1	13.2
Percent of Students in LEP Programs	NA	0.6	NA	1.2
Percent African American	93.6	95.4	36.0	35.6
Percent Hispanic	0.2	0.3	0.5	0.9
Percent White	5.9	4.0	62.1	60.5
Percent Other	0.4	0.4	1.3	1.4
Number of FTE Teachers	2,578	2,556	44,056	47,753
Student-Teacher Ratio	16.2	15.5	16.9	15.7
Number of Schools	92	98	1,319	1,364
Current Expenditures Per Pupil [3]	$4,693	$4,789	$4,343	$4,849

Birmingham as a Percentage of Alabama's Public Schools	**1995-96**	**1998-99**
Percent of Students	5.6	5.2
Percent of FRPL	NA	6.9
Percent of IEPs	4.3	5.6
Percent of LEPs	NA	2.3
Percent of Schools	7.0	7.2
Percent of Teachers	5.9	5.4
Percent of State Revenue [4]	5.1	5.3

Birmingham
SAT/9
National Percentiles[5]

	Grade	1996	1997	1998	1999	2000	Annualized Change in NCE's
Total Battery							
Birmingham	3	34	36	43	45	46	1.7
Alabama	3	52	55	54	55	55	0.4
Birmingham	4	38	42	47	50	51	1.7
Alabama	4	55	58	58	58	59	0.5
Birmingham	5	37	39	46	50	53	2.2
Alabama	5	54	57	57	57	57	0.4
Birmingham	6	39	40	46	49	51	1.6
Alabama	6	58	61	59	60	61	0.4
Birmingham	7	38	39	42	44	47	1.2
Alabama	7	55	57	56	56	57	0.3
Birmingham	8	38	41	45	48	48	1.3
Alabama	8	56	58	56	56	57	0.1
Birmingham	9	37	37	36	43	48	1.5
Alabama	9	54	56	50	51	53	-0.1
Birmingham	10	32	33	35	38	43	1.5
Alabama	10	48	51	49	49	50	0.3
Birmingham	11	36	36	38	43	48	1.6
Alabama	11	50	52	52	53	53	0.4

Birmingham
Alabama High School Graduation Exam
Percent Passing

	Grade	1996	1997	1998	1999	2000	Annualized Change
Reading							
Birmingham	11	NA	NA	NA	NA	75	NA
Alabama	11	NA	NA	NA	NA	83	NA

Endnotes

1. Reading and math assessments also required by the state include the Alabama Reading Assessments; the Alabama Early Learning Inventory; and the Alabama High School Graduation Exam.

2. Alabama High School Graduation Exam results are reported as percent passing.

3. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

4. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

5. Annualized change indices are presented in Normal Curve Equivalents.

Assessment data are not comparable to data in other states.

DISTRICT **BOSTON**
STATE **MASSACHUSETTS**

STATE READING AND MATH ASSESSMENTS

State Assessment	Massachusetts Comprehensive Assessment System (MCAS)	First Year Reported	1998
Grades Tested	4, 8, & 10	How Reported	Scale Scores

Demographics [1]	Boston		Massachusetts	
	1995-96	1998-99	1995-96	1998-99
Number of Students	63,293*	63,043	915,007	962,317
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	72.4	NA	20.2
Percent of Students with IEPs	20.7	22.4	17.0	17.7
Percent of Students in LEP Programs	NA	35.6	NA	12.8
Percent African American	47.9	48.8	8.2	8.6
Percent Hispanic	24.6	26.2	9.3	10.0
Percent White	17.8	15.6	78.5	77.1
Percent Other	9.6	9.4	4.0	4.4
Number of FTE Teachers	4,080	4,183	62,710	69,752
Student-Teacher Ratio	15.5	14.7	14.6	13.8
Number of Schools	123	130	1,850	1,874
Current Expenditures Per Pupil [2]	$9,126	$9,537	$7,033	$7,778

Boston as a Percentage of Massachusetts' Public Schools	1995-96	1998-99
Percent of Students	6.9	6.4
Percent of FRPL	NA	22.9
Percent of IEPs	4.7	8.1
Percent of LEPs	NA	18.3
Percent of Schools	6.6	6.9
Percent of Teachers	8.5	6.0
Percent of State Revenue [3]	7.1	7.5

Boston
Massachusetts Comprehensive Assessment System (MCAS) Tests
Mean Scale Score[4]

	Grade	1998	1999	2000	Annualized Change
English Language Arts					
Boston	4	222	224	224	1.0
Massachusetts	4	230	231	231	0.5
Boston	8	228	230	231	1.5
Massachusetts	8	237	238	240	1.5
Boston	10	218	219	220	1.0
Massachusetts	10	230	229	229	-0.5
Math					
Boston	4	219	223	223	2.0
Massachusetts	4	234	235	235	0.5
Boston	8	214	211	231	8.5
Massachusetts	8	227	226	228	0.5
Boston	10	211	213	218	3.5
Massachusetts	10	222	222	228	3.0

Endnotes

1. Asterisk indicates that NCES data have been replaced with data provided by the school district.
2. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.
3. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.
4. Scale scores on the MCAS range from 200 to 280.

Assessment data are not comparable to data in other states.

DISTRICT **BROWARD COUNTY**
STATE **FLORIDA**

STATE READING AND MATH ASSESSMENTS

State Assessment [1]	Florida Comprehensive Achievement Test (FCAT)	First Year Reported [2]	1998
Grades Tested	4,5,8, & 10	How Reported	Scale Score & Percent Meeting Standard

Demographics [3]	Broward County		Florida	
	1995-96	1998-99	1995-96	1998-99
Number of Students	207,345*	230,552*	2,176,222	2,337,633
Percent Free & Reduced Price Lunch Eligible (FRPL)	31.6*	38.9*	NA	43.9
Percent of Students with IEPs	10.8	11.3	13.4	14.6
Percent of Students in LEP Programs	NA	8.6	NA	6.3
Percent African American	34.8*	35.8*	25.3	25.5
Percent Hispanic	13.3*	16.2	15.3	17.2
Percent White	49.1*	44.2*	57.5	55.3
Percent Other	2.8	3.9*	2.0	2.1
Number of FTE Teachers	11,341*	12,575*	114,938	126,796
Student-Teacher Ratio	18.3*	18.3*	18.9	18.4
Number of Schools	187*	201*	2,760	3,044
Current Expenditures Per Pupil [4]	$5,178	$5,191	$5,275	$5,522

Broward as a Percentage of Florida's Public Schools	1995-96	1998-99
Percent of Students	9.5	9.9
Percent of FRPL	NA	8.7
Percent of IEPs	7.1	7.6
Percent of LEPs	NA	13.5
Percent of Schools	6.8	6.6
Percent of Teachers	9.9	9.9
Percent of State Revenue [5]	10.6	10.3

Broward County
Florida Comprehensive Assessment Test (FCAT) [6]
Mean Scale Scores [7]

	Grade	1998	1999	2000	Annualized Change
Reading					
Broward	4	292	285	292	0.0
Florida	4	294	288	293	-0.5
Broward	8	295	295	294	-0.5
Florida	8	298	295	290	-4.0
Broward	10	294	296	297	1.5
Florida	10	299	302	298	-0.5
Math					
Broward	5	299	306	315	8.0
Florida	5	300	303	314	7.0
Broward	8	299	296	306	3.5
Florida	8	299	296	303	2.0
Broward	10	297	302	309	6.0
Florida	10	302	308	311	4.5

Broward County
High School Competency Test (HSCT) [8]
Percent Meeting Graduation Requirements

	Grade	1999	2000	Annualized Change
Communications/Reading				
Broward	11	74	72	-2.0
Florida	11	77	75	-2.0
Math				
Broward	11	72	72	0.0
Florida	11	74	76	2.0

Assessment data are not comparable to data in other states.

Broward County
FCAT Norm-Referenced Test-SAT/9
Mean Scale Scores[9]

	Grade	1998	1999	2000	Annualized Change
Reading					
Broward	3	NA	NA	617	NA
Florida	3	NA	NA	616	NA
Broward	4	NA	NA	641	NA
Florida	4	NA	NA	640	NA
Broward	5	NA	NA	646	NA
Florida	5	NA	NA	647	NA
Broward	6	NA	NA	658	NA
Florida	6	NA	NA	656	NA
Broward	7	NA	NA	675	NA
Florida	7	NA	NA	671	NA
Broward	8	NA	NA	692	NA
Florida	8	NA	NA	691	NA
Broward	9	NA	NA	684	NA
Florida	9	NA	NA	683	NA
Broward	10	NA	NA	684	NA
Florida	10	NA	NA	683	NA
Math					
Broward	3	NA	NA	617	NA
Florida	3	NA	NA	612	NA
Broward	4	NA	NA	628	NA
Florida	4	NA	NA	626	NA
Broward	5	NA	NA	656	NA
Florida	5	NA	NA	654	NA
Broward	6	NA	NA	658	NA
Florida	6	NA	NA	655	NA
Broward	7	NA	NA	671	NA
Florida	7	NA	NA	668	NA
Broward	8	NA	NA	682	NA
Florida	8	NA	NA	680	NA
Broward	9	NA	NA	693	NA
Florida	9	NA	NA	693	NA
Broward	10	NA	NA	701	NA
Florida	10	NA	NA	701	NA

Broward County
FCAT-Reading
Percent Level 3 and Above

	Grade	1998	1999	2000	Change in Gap
Broward	Elementary				
African American		25	29	37	
Gap		*-42*	*-35*	*-36*	*-6*
White		67	64	73	
Gap		*-22*	*-20*	*-20*	*-2*
Hispanic		45	44	53	
Florida	Elementary				
African American		23	26	32	
Gap		*-42*	*-41*	*-39*	*-3*
White		65	67	71	
Gap		*-27*	*-26*	*-23*	*-4*
Hispanic		38	41	48	
Broward	Middle				
African American		22	25	25	
Gap		*-36*	*-39*	*-39*	*3*
White		58	64	64	
Gap		*-21*	*-23*	*-21*	*0*
Hispanic		37	41	43	
Florida	Middle				
African American		21	24	20	
Gap		*-34*	*-37*	*-38*	*4*
White		55	61	58	
Gap		*-22*	*-24*	*-23*	*1*
Hispanic		33	37	35	
Broward	High				
African American		13	12	15	
Gap		*-24*	*-28*	*-28*	*4*
White		37	40	43	
Gap		*-18*	*-18*	*-19*	*1*
Hispanic		19	22	24	
Florida	High				
African American		12	13	13	
Gap		*-26*	*-29*	*-27*	*1*
White		38	42	40	
Gap		*-18*	*-19*	*-18*	*0*
Hispanic		20	23	22	

Assessment data are not comparable to data in other states.

Broward County
FCAT-Math
Percent Level 3 and Above

	Grade	1998	1999	2000	Change in Gap
Broward	Elementary				
African American		12	19	32	
Gap		*-37*	*-37*	*-35*	*-2*
White		49	56	67	
Gap		*-21*	*-18*	*-17*	*-4*
Hispanic		28	38	50	
Florida	Elementary				
African American		10	15	26	
Gap		*-34*	*-36*	*-37*	*3*
White		44	51	63	
Gap		*-22*	*-22*	*-19*	*-3*
Hispanic		22	29	44	
Broward	Middle				
African American		20	22	32	
Gap		*-45*	*-45*	*-43*	*-2*
White		65	67	75	
Gap		*-23*	*-24*	*-22*	*-1*
Hispanic		42	43	53	
Florida	Middle				
African American		19	21	30	
Gap		*-40*	*-43*	*-41*	*1*
White		59	64	71	
Gap		*-25*	*-26*	*-24*	*-1*
Hispanic		34	38	47	
Broward	High				
African American		17	21	28	
Gap		*-39*	*-40*	*-44*	*5*
White		56	61	72	
Gap		*-23*	*-23*	*-22*	*-1*
Hispanic		33	38	50	
Florida	High				
African American		15	22	26	
Gap		*-39*	*-41*	*-44*	*5*
White		54	63	70	
Gap		*-24*	*-25*	*-26*	*2*
Hispanic		30	38	44	

Endnotes

1. Florida also requires the High School Competency Test (HSCT).

2. The HSCT was first administered in 1995 but changed in 1999.

3. Asterisk indicates that NCES data have been replaced with data provided by the school district.

4. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

5. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

6. All students were included in the FCAT Summary reports for the first time in 2000. The Florida Department of Education recomputed and included all students in its 1999 data. Data for 1998 were not recomputed, however, and include only standard curriculum students. This difference in reporting inflates the results for 1998, but affects state scores the same way it affects district scores.

7. The scale score on the FCAT ranges from 100 to 500.

8. Beginning in 1999, students who performed well in the 10th grade on FCAT were exempt from taking the HSCT. The results presented for the HSCT, therefore, reflect the percent meeting the high school assessment requirement, i.e., students earning exemptions plus students passing HSCT.

9. The scale score on the SAT/9 ranges from 200 to 900.

DISTRICT	**BUFFALO**
STATE	**NEW YORK**

STATE READING AND MATH ASSESSMENTS

State Assessment [1]	New York State Assessment Program	First Year Reported	1999
Grades Tested	4 & 8	How Reported	Scale Scores

Demographics [2]	**Buffalo**		**New York**	
	1995-96	**1998-99**	**1995-96**	**1998-99**
Number of Students	47,998*	47,030*	2,813,230	2,877,143
Percent Free & Reduced Price Lunch Eligible (FRPL)	76.5*	76.3*	NA	37.0
Percent of Students with IEPs	14.1	19.2	12.9	14.5
Percent of Students in LEP Programs	6.2*	5.3*	NA	NA
Percent African American	53.1	56.1	20.2	20.4
Percent Hispanic	10.2	10.8	17.4	18.1
Percent White	34.2	30.7	56.9	55.6
Percent Other	2.5	2.4	5.4	6.0
Number of FTE Teachers	3,868*	3,804*	181,559	197,253
Student-Teacher Ratio	12.4	12.4	15.5	14.6
Number of Schools	76	75	4,149	4,224
Current Expenditures Per Pupil [3]	$8,724	$8,677	$8,361	$8,852

Buffalo as a Percentage of New York's Public Schools	**1995-96**	**1998-99**
Percent of Students	1.7	1.6
Percent of FRPL	NA	3.0
Percent of IEPs	1.9	2.2
Percent of LEPs	NA	NA
Percent of Schools	1.8	1.8
Percent of Teachers	2.1	1.9
Percent of State Revenue [4]	2.7	2.9

Buffalo
New York State Assessment Program
Mean Scale Scores

	Grade	1999	2000	Annualized Change
English Language Arts [5]				
Buffalo	4	628	631	3
New York State	4	641	652	11
Buffalo	8	690	682	-8
New York State	8	699	697	-2
Math [6]				
Buffalo	4	640	631	-9
New York State	4	652	648	-4
Buffalo	8	689	687	-2
New York State	8	701	704	3

Endnotes

1. The New York State Assessment Program includes tests in English/Language Arts and Math. High school students are also required to take the Regents Comprehensive Examinations.

2. Asterisk indicates that NCES data have been replaced with data provided by the school district.

3. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

4. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

5. The scale score on the 4th grade ELA test ranges from 455 to 800; the scale score on the 8th grade test ranges from 527 to 830.

6. The scale score on the 4th grade Math test ranges from 448 to 810; the scale score on the 8th grade test ranges from 517 to 882.

Assessment data are not comparable to data in other states.

DISTRICT	**CHARLOTTE**
STATE	**NORTH CAROLINA**

STATE READING AND MATH ASSESSMENTS

State Assessment [1]	N.C. End-of-Grade Tests	First Year Reported	1997
Grades Tested	3-8	How Reported	Percent At/Above Grade Level

Demographics [2]	Charlotte-Mecklenburg		North Carolina	
	1995-96	1998-99	1995-96	1998-99
Number of Students	87,597*	97,231*	1,156,885*	1,299,907*
Percent Free & Reduced Price Lunch Eligible (FRPL)	34.1*	39.0*	NA	39.8*
Percent of Students with IEPs	9.8*	11.7*	12.6	13.5*
Percent of Students in LEP Programs	1.8*	3.9*	NA	2.3
Percent African American	40.5*	42.3*	30.7	31.1*
Percent Hispanic	2.1*	3.4	1.9	3.1
Percent White	53.3*	49.7	64.6	62.6*
Percent Other	4.1*	4.6	2.8	3.2
Number of FTE Teachers	5,201*	6,642*	73,201	79,531
Student-Teacher Ratio	16.8*	15.3*	15.8	16.3
Number of Schools	126	135*	1,985	2,095
Current Expenditures Per Pupil [3]	$5,093	$5,192	$4,719	$5,257

Charlotte-Mecklenburg as a Percentage of North Carolina's Public Schools	1995-96	1998-99
Percent of Students	7.6	7.5
Percent of FRPL	NA	7.3
Percent of IEPs	5.8	6.5
Percent of LEPs	NA	13.2
Percent of Schools	6.8	6.4
Percent of Teachers	7.3	8.0
Percent of State Revenue [4]	7.1	7.2

Charlotte-Mecklenburg
NC End-of-Grade Test
Percent At/Above Grade Level[5]

	Grade	1997	1998	1999	2000	Annualized Change
Reading						
Charlotte	3	63	70	72	72	3.1
North Carolina	3	66	72	74	74	2.8
Charlotte	4	62	68	68	69	2.5
North Carolina	4	68	71	71	72	1.4
Charlotte	5	66	71	72	75	3.1
North Carolina	5	71	75	76	79	2.7
Charlotte	6	62	65	66	64	0.6
North Carolina	6	67	70	72	70	0.8
Charlotte	7	63	65	71	69	1.9
North Carolina	7	68	71	77	75	2.4
Charlotte	8	67	74	75	77	3.4
North Carolina	8	75	80	80	82	2.5
Math						
Charlotte	3	65	64	68	69	1.2
North Carolina	3	70	68	70	72	0.6
Charlotte	4	69	75	77	80	3.7
North Carolina	4	75	79	83	85	3.2
Charlotte	5	68	73	78	79	3.7
North Carolina	5	73	78	82	83	3.3
Charlotte	6	69	70	73	73	1.2
North Carolina	6	73	78	81	81	2.6
Charlotte	7	65	70	76	73	2.7
North Carolina	7	71	77	82	81	3.2
Charlotte	8	60	68	69	72	4.1
North Carolina	8	69	76	78	81	3.8

Assessment data are not comparable to data in other states.

Charlotte-Mecklenburg
NC End-of-Grade Test-Reading
Percent At/Above Grade Level

	Grade	1998	1999	2000	Change in Gap
Charlotte	4				
African American		45.9	49.2	50.1	
Gap		***-38.8***	***-35.2***	***-36.3***	***-2.5***
White		84.7	84.4	86.4	
Gap		***-24.3***	***-27.3***	***-30.0***	***5.7***
Hispanic		60.4	57.1	56.4	
North Carolina	4				
African American		52.3	53.0	53.6	
Gap		***-27.9***	***-27.8***	***-28.0***	***0.1***
White		80.2	80.8	81.6	
Gap		***-23.0***	***-22.5***	***-7.7***	***-15.3***
Hispanic		57.2	58.3	73.9	
Charlotte	8				
African American		54.3	56.1	59.9	
Gap		***-36.2***	***-34.4***	***-31.0***	***-5.2***
White		90.5	90.5	90.9	
Gap		***-29.7***	***-24.7***	***-20.5***	***-9.2***
Hispanic		60.8	65.8	70.4	
North Carolina	8				
African American		63.8	64.1	68.3	
Gap		***-23.1***	***-23.4***	***-21.0***	***-2.1***
White		86.9	87.5	89.3	
Gap		***-22.2***	***-21.4***	***-19.6***	***-2.6***
Hispanic		64.7	66.1	69.7	

Assessment data are not comparable to data in other states.

Charlotte-Mecklenburg
NC End-of-Grade Test-Math
Percent At/Above Grade Level

	Grade	1998	1999	2000	Change in Gap
Charlotte	4				
African American		55.0	60.5	65.2	
Gap		***-34.8***	***-30.5***	***-27.6***	*-7.2*
White		89.8	91.0	92.8	
Gap		***-23.3***	***-23.0***	***-19.9***	*-3.4*
Hispanic		66.5	68.0	72.9	
North Carolina	4				
African American		62.7	68.2	70.7	
Gap		***-24.5***	***-21.4***	***-20.4***	*-4.1*
White		87.2	89.6	91.1	
Gap		***-16.8***	***-12.7***	***-11.2***	*-5.6*
Hispanic		70.4	76.9	79.9	
Charlotte	8				
African American		45.1	48.3	51.0	
Gap		***-40.5***	***-37.3***	***-37.6***	*-2.9*
White		85.6	85.6	88.6	
Gap		***-29.3***	***-21.1***	***-21.9***	*-7.4*
Hispanic		56.3	64.5	66.7	
North Carolina	8				
African American		57.1	59.0	63.9	
Gap		***-27.8***	***-27.1***	***-24.4***	*-3.4*
White		84.9	86.1	88.3	
Gap		***-19.0***	***-20.1***	***-18.0***	*-1.0*
Hispanic		65.9	66.0	70.3	

Endnotes

1. The North Carolina Testing Program also consists of NC Grade 3 Pretests; NC Open-ended Assessment; NC Norm-referenced Testing Program; NC Competency Tests; NC End-of-Course Tests; and NC High School Competency Test.

2. Asterisk indicates that NCES data have been replaced with data provided by the school district.

3. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

4. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

5. Data for 1997 were available only in whole numbers only. Data from 1998 through 2000 were available in tenths of a point. All data are presented in whole numbers for consistency. Annualized changes from 1997 to 2000 are presented in tenths. Figures may vary by a tenth of a percentage point from the data presented due to rounding.

Assessment data are not comparable to data in other states.

DISTRICT **CHICAGO**
STATE **ILLINOIS**

STATE READING AND MATH ASSESSMENTS

State Assessment	Illinois Standards Achievement Tests (ISAT)	First Year Reported	1999
Grades Tested	3,5,& 8	How Reported	Performance Level

Demographics	Chicago		Illinois	
	1995-96	1998-99	1995-96	1998-99
Number of Students	412,921	430,914	1,943,623	2,011,530
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	71.0 [1]	NA	NA
Percent of Students with IEPs	4.0	11.8	11.6	13.6
Percent of Students in LEP Programs	NA	15.6	NA	6.3
Percent African American	54.5	53.1	21.1	21.4
Percent Hispanic	31.3	33.4	12.2	13.9
Percent White	10.8	10.1	63.6	61.4
Percent Other	3.4	3.4	3.1	3.4
Number of FTE Teachers	22,941	23,540	113,538	121,758
Student-Teacher Ratio	18.0	18.3	17.1	16.5
Number of Schools	555	592	4,142	4,251
Current Expenditures Per Pupil [2]	$6,040	$5,784	$5,519	$6,242

Chicago as a Percentage of Illinois' Public Schools	1995-96	1998-99
Percent of Students	21.2	21.4
Percent of FRPL	NA	NA
Percent of IEPs	7.4	18.6
Percent of LEPs	NA	53.0
Percent of Schools	13.4	13.9
Percent of Teachers	20.2	19.3
Percent of State Revenue [3]	27.6	26.3

Chicago
Illinois State Assessment Test (ISAT)
Pecent Meeting/Exceeding Standard

	Grade	1999	2000	Annualized Change
Reading				
Chicago	3	33	33	0
Illinois	3	61	62	1
Chicago	5	37	33	-4
Illinois	5	61	59	-2
Chicago	8	57	57	0
Illinois	8	72	72	0
Math				
Chicago	3	41	37	-4
Illinois	3	68	69	1
Chicago	5	29	28	-1
Illinois	5	56	57	1
Chicago	8	19	20	1
Illinois	8	43	47	4

Chicago
ITBS[4]
Percent At/Above National Norms

	Grade	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	Annualized Change
Reading Comprehension												
	3	20.7	23.8	21.9	22.5	21.6	22.4	20.4	25.2	26.0	28.0	0.8
	4	18.1	22.0	25.7	25.5	25.1	26.7	28.8	35.6	37.8	36.7	2.1
	5	20.2	23.1	25.6	28.8	25.6	31.1	33.4	34.7	41.0	33.3	1.5
	6	19.9	20.3	25.5	27.6	25.4	31.8	31.9	35.3	33.2	34.6	1.6
	7	24.8	23.4	31.8	26.3	31.6	29.0	35.3	38.0	40.9	43.4	2.1
	8	28.0	21.8	30.3	28.5	29.7	33.3	32.0	38.3	39.6	43.4	1.7
Math												
	3	30.3	27.2	35.5	33.9	34.7	36.6	32.6	42.9	42.7	47.2	1.9
	4	26.2	25.0	30.9	28.5	30.2	30.6	36.6	42.2	47.4	47.5	2.4
	5	24.7	26.1	28.9	28.0	28.7	30.8	34.9	36.2	44.7	44.0	2.1
	6	27.1	26.9	34.8	30.7	34.3	34.2	40.8	41.3	44.1	53.5	2.9
	7	26.3	26.8	26.7	24.1	26.9	26.3	33.3	37.5	40.3	42.6	1.8
	8	25.0	25.7	23.6	23.1	24.3	27.3	36.8	34.8	46.3	43.5	2.1

Endnotes

1. Free and Reduced Price Lunch Eligible data are from the 1996-97 school year.

2. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

3. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

4. ISAT data are supplemented with locally administered ITBS results because of the short state trend line. Testing was conducted in January, 2000 rather than in the Spring.

Assessment data are not comparable to data in other states.

DISTRICT	**CLARK COUNTY**
STATE	**NEVADA**

STATE READING AND MATH ASSESSMENTS

State Assessment	TerraNova	First Year Reported	1996
Grades Tested	4,8, & 10	How Reported	National Percentile

Demographics	Clark County		Nevada	
	1995-96	**1998-99**	**1995-96**	**1998-99**
Number of Students	166,788	203,777	265,041	311,061
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	35.3	NA	27.6
Percent of Students with IEPs	10.2	10.4	10.6	10.7
Percent of Students in LEP Programs	NA	NA	NA	NA
Percent African American	13.8	13.9	9.8	9.9
Percent Hispanic	19.4	24.9	17.2	22.0
Percent White	60.7	54.3	66.5	61.2
Percent Other	6.2	6.9	6.4	6.9
Number of FTE Teachers	8,186	10,068	13,878	16,415
Student-Teacher Ratio	20.4	20.2	19.1	18.9
Number of Schools	198	229	423	461
Current Expenditures Per Pupil [1]	$4,691	$4,903	$4,892	$5,295

Clark County as a Percentage of Nevada's Public Schools	**1995-96**	**1998-99**
Percent of Students	62.9	65.5
Percent of FRPL	NA	83.7
Percent of IEPs	60.6	61.8
Percent of LEPs	NA	NA
Percent of Schools	46.8	49.7
Percent of Teachers	59.0	61.3
Percent of State Revenue [2]	56.4	55.3

Clark County
TerraNova-CTBS/5
National Percentile[3]

	Grade	1996	1997	1998	1999	2000	Annualized Change in NCEs[4]
Reading							
Clark County	4	48	48	48	48	49	0.2
Nevada	4	47	49	48	49	50	0.4
Clark County	8	50	50	52	49	49	-0.1
Nevada	8	54	52	52	52	51	-0.4
Clark County	10	NA	55	50	51	53	0.8
Nevada	10	NA	NA	56	52	56	0.0
Math							
Clark County	4	50	54	56	59	59	1.2
Nevada	4	51	48	50	53	57	0.8
Clark County	8	47	47	49	48	51	0.5
Nevada	8	54	48	47	49	52	-0.3
Clark County	10	NA	52	51	53	58	1.9
Nevada	10	NA	NA	53	52	60	1.9

Endnotes

1. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

2. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

3. Annualized change indices are presented in Normal Curve Equivalents.

4. Annualized change indices in grade 10 are computed for years 1998 to 2000. Nevada did not report results on grade 10 until 1998.

Assessment data are not comparable to data in other states.

DISTRICT **CLEVELAND**
STATE **OHIO**

STATE READING AND MATH ASSESSMENTS

State Assessment	Ohio Proficiency Tests	First Year Reported	1996
Grades Tested	4,6, 9 & 12	How Reported	Percent Passing

Demographics	Cleveland		Ohio	
	1995-96	1998-99	1995-96	1998-99
Number of Students	74,380	75,386	1,836,015	1,842,559
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	82.1	NA	27.2
Percent of Students with IEPs	4.5	17.2	3.7	12.0
Percent of Students in LEP Programs	NA	NA	NA	NA
Percent African American	70.5	71.3	15.3	15.8
Percent Hispanic	7.5	8.0	1.4	1.5
Percent White	20.7	19.5	82.2	81.5
Percent Other	1.3	1.3	1.1	1.2
Number of FTE Teachers	4,323	4,621	107,347	113,986
Student-Teacher Ratio	17.2	16.3	17.1	16.2
Number of Schools	131	124	3,865	3,732
Current Expenditures Per Pupil [1]	$6,616	$7,297	$5,669	$6,198

Cleveland as a Percentage of Ohio's Public Schools	1995-96	1998-99
Percent of Students	4.1	4.1
Percent of FRPL	NA	12.4
Percent of IEPs	4.9	5.9
Percent of LEPs	NA	NA
Percent of Schools	3.4	3.3
Percent of Teachers	4.0	4.1
Percent of State Revenue [2]	6.2	5.5

Cleveland
State Proficiency Test
Percent Proficient

	Grade	1996	1997	1998	1999	2000	Annualized Change
Reading							
Cleveland	4	18.4	28.0	22.6	37.0	33.7	3.8
Ohio	4	45.6	51.7	47.1	59.2	58.2	3.2
Cleveland	6	11.7	12.6	17.4	17.7	17.6	1.5
Ohio	6	43.2	45.8	52.6	52.1	53.2	2.5
Cleveland	9	52.3	55.1	55.4	64.4	65.8	3.4
Ohio	9	85.3	86.1	86.6	88.7	89.1	0.9
Cleveland	12	52.2	39.6	32.3	38.3	40.5	-2.9
Ohio	12	67.9	68.2	66.7	68.6	65.9	-0.5
Math							
Cleveland	4	18.4	19.6	22.4	36.1	34.3	4.0
Ohio	4	44.4	39.3	41.7	50.6	48.9	1.1
Cleveland	6	9.6	10.8	12.2	13.9	15.8	1.6
Ohio	6	44.4	49.7	46.9	51.4	54.4	2.5
Cleveland	9	18.5	21.4	21.2	27.5	29.0	2.6
Ohio	9	64.1	64.5	65.0	68.8	70.4	1.6
Cleveland	12	19.5	14.0	16.6	20.2	28.8	2.3
Ohio	12	47.9	47.4	50.1	53.8	59.0	2.8

Assessment data are not comparable to data in other states.

Cleveland
State Proficiency Test-Reading
Percent Proficient By Race/Ethnicity[3]

	Grade	1998	1999	2000	Change in Gap
Cleveland	4				
African American		19.1	33.5	21.9	
Gap		***-14.4***	***-18.7***	***-15.0***	***0.6***
White		33.5	52.2	36.9	
Gap		***-10.4***	***-21.5***	***-3.6***	***-6.8***
Hispanic		23.1	30.7	33.3	
Ohio	4				
African American		19.6	32.4	29.7	
Gap		***-33.2***	***-32.4***	***-34.6***	***1.4***
White		52.8	64.8	64.3	
Gap		***-22.6***	***-22.8***	***-20.5***	***-2.1***
Hispanic		30.2	42.0	43.8	
Cleveland	6				
African American		16.2	16.0	17.0	
Gap		***-6.8***	***-8.1***	***-4.7***	***-2.1***
White		23.0	24.1	21.7	
Gap		***-10.1***	***-9.6***	***-6.2***	***-3.9***
Hispanic		12.9	14.5	15.5	
Ohio	6				
African American		24.9	23.9	24.4	
Gap		***-33.1***	***-33.7***	***-35.2***	***2.1***
White		58.0	57.6	59.6	
Gap		***-26.5***	***-26.7***	***-20.1***	***-6.4***
Hispanic		31.5	30.9	39.5	
Cleveland	9				
African American		55.0	63.5	55.4	
Gap		***-3.5***	***-9.1***	***-11.9***	***8.4***
White		58.5	72.6	67.3	
Gap		***-8.3***	***-15.1***	***-5.5***	***-2.8***
Hispanic		50.2	57.5	61.8	
Ohio	9				
African American		68.2	72.1	72.9	
Gap		***-22.5***	***-20.2***	***-19.9***	***-2.6***
White		90.7	92.3	92.8	
Gap		***-20.3***	***-17.5***	***-14.3***	***-6.0***
Hispanic		70.4	74.8	78.5	

Assessment data are not comparable to data in other states.

Cleveland
State Proficiency Test-Math
Percent Proficient By Race/Ethnicity [4]

	Grade	1998	1999	2000	Change in Gap
Cleveland	4				
African American		18.0	31.1	18.8	
Gap		*-17.9*	*-23.7*	*-15.4*	*-2.5*
White		35.9	54.8	34.2	
Gap		*-13.0*	*-21.7*	*-1.6*	*-11.4*
Hispanic		22.9	33.1	32.6	
Ohio	4				
African American		14.6	21.7	19.1	
Gap		*-32.6*	*-34.9*	*-35.7*	*3.1*
White		47.2	56.6	54.8	
Gap		*-20.8*	*-21.7*	*-21.9*	*1.1*
Hispanic		26.4	34.9	32.9	
Cleveland	6				
African American		9.5	11.3	16.2	
Gap		*-10.9*	*-11.5*	*-6.3*	*-4.6*
White		20.4	22.8	22.5	
Gap		*-9.2*	*-11.5*	*-2.5*	*-6.7*
Hispanic		11.2	11.3	20.0	
Ohio	6				
African American		15.6	18.5	22.3	
Gap		*-37.2*	*-39.3*	*-39.0*	*1.8*
White		52.8	57.8	61.3	
Gap		*-27.7*	*-27.5*	*-20.8*	*-6.9*
Hispanic		25.1	30.3	40.5	
Cleveland	9				
African American		18.2	23.9	17.5	
Gap		*-14.1*	*-19.2*	*-19.0*	*4.9*
White		32.3	43.1	36.5	
Gap		*-13.8*	*-17.4*	*-15.9*	*2.1*
Hispanic		18.5	25.7	20.6	
Ohio	9				
African American		28.9	33.0	36.4	
Gap		*-43.9*	*-43.3*	*-41.3*	*-2.6*
White		72.8	76.3	77.7	
Gap		*-34.1*	*-29.5*	*-26.7*	*-7.4*
Hispanic		38.7	46.8	51.0	

Endnotes

1. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

2. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

3. Disaggregated achievement data were available for the first time in 1998.

4. Ibid.

Assessment data are not comparable to data in other states.

DISTRICT	**COLUMBUS**
STATE	**OHIO**

STATE READING AND MATH ASSESSMENTS

State Assessment	Ohio Proficiency Tests	First Year Reported	1996
Grades Tested	4,6, 9 & 12	How Reported	Percent Passing

Demographics [1]	**Columbus**		**Ohio**	
	1995-96	**1998-99**	**1995-96**	**1998-99**
Number of Students	63,082	65,490*	1,836,015	1,842,559
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	57.5*	NA	27.2
Percent of Students with IEPs	12.3*	12.8	3.7	12.0
Percent of Students in LEP Programs	NA	NA	NA	NA
Percent African American	53.8*	55.9*	15.3	15.8
Percent Hispanic	0.8	1.2	1.4	1.5
Percent White	41.8*	38.9*	82.2	81.5
Percent Other	3.6*	4.0*	1.1	1.2
Number of FTE Teachers	3,799*	3,782*	107,347	113,986
Student-Teacher Ratio	16.6	17.3	17.1	16.2
Number of Schools	144	144*	3,865	3,732
Current Expenditures Per Pupil [2]	$6,991	$6,436	$5,669	$6,198

Columbus as a Percentage of Ohio's Public Schools	**1995-96**	**1998-99**
Percent of Students	3.4	3.5
Percent of FRPL	NA	7.4
Percent of IEPs	11.4	3.7
Percent of LEPs	NA	NA
Percent of Schools	3.7	3.9
Percent of Teachers	3.5	3.3
Percent of State Revenue [3]	3.4	3.3

Columbus
State Proficiency Test
Percent Proficient

	Grade	1996	1997	1998	1999	2000	Annualized Change
Reading							
Columbus	4	25.5	31.6	26.8	36.9	37.0	2.9
Ohio	4	45.6	51.7	47.1	59.2	58.2	3.2
Columbus	6	22.1	27.1	28.7	25.1	25.6	0.9
Ohio	6	43.2	45.8	52.6	52.1	53.2	2.5
Columbus	9	69.5	70.7	73.6	75.5	74.2	1.2
Ohio	9	85.3	86.1	86.6	88.7	89.1	0.9
Columbus	12	57.2	54.8	49.8	52.7	46.4	-2.7
Ohio	12	67.9	68.2	66.7	68.6	65.9	-0.5
Math							
Columbus	4	24.5	19.5	18.5	26.7	27.0	0.6
Ohio	4	44.4	39.3	41.7	50.6	49.0	1.2
Columbus	6	23.2	27.0	21.5	21.8	27.0	1.0
Ohio	6	44.4	49.7	46.9	51.4	55.0	2.7
Columbus	9	35.2	36.6	38.9	42.9	44.0	2.2
Ohio	9	64.1	64.5	65.0	68.8	68.0	1.0
Columbus	12	27.4	28.3	29.0	31.5	34.6	1.8
Ohio	12	47.9	47.4	50.1	53.8	59.0	2.8

Assessment data are not comparable to data in other states.

Columbus
State Proficiency Test-Reading
Percent Proficient By Race/Ethnicity[4]

	Grade	1998	1999	2000	Change in Gap
Columbus	4				
African American		17.9	28.8	28.6	
Gap		***-21.5***	***-20.3***	***-20.7***	***-0.8***
White		39.4	49.1	49.3	
Gap		***-12.4***	***-15.2***	***-5.6***	***-6.8***
Hispanic		27.0	33.9	43.7	
Ohio	4				
African American		19.6	32.4	29.7	
Gap		***-33.2***	***-32.4***	***-34.6***	***1.4***
White		52.8	64.8	64.3	
Gap		***-22.6***	***-22.8***	***-20.5***	***-2.1***
Hispanic		30.2	42.0	43.8	
Columbus	6				
African American		22.2	19.2	18.4	
Gap		***-15.8***	***-15.5***	***-18.9***	***3.1***
White		38.0	34.7	37.3	
Gap		***-12.4***	***-20.7***	***-24.3***	***11.9***
Hispanic		25.6	14.0	13.0	
Ohio	6				
African American		24.9	23.9	24.4	
Gap		***-33.1***	***-33.7***	***-35.2***	***2.1***
White		58.0	57.6	59.6	
Gap		***-26.5***	***-26.7***	***-20.1***	***-6.4***
Hispanic		31.5	30.9	39.5	
Columbus	9				
African American		69.7	71.9	69.7	
Gap		***-10.2***	***-9.7***	***-12.1***	***1.9***
White		79.9	81.6	81.8	
Gap		***-23.4***	***-18.6***	***-22.2***	***-1.2***
Hispanic		56.5	63.0	59.6	
Ohio	9				
African American		68.2	72.1	72.9	
Gap		***-22.5***	***-20.2***	***-19.9***	***-2.6***
White		90.7	92.3	92.8	
Gap		***-20.3***	***-17.5***	***-14.3***	***-6.0***
Hispanic		70.4	74.8	78.5	

Assessment data are not comparable to data in other states.

Columbus
State Proficiency Test-Math
Percent Proficient By Race/Ethnicity [5]

	Grade	1998	1999	2000	Change in Gap
Columbus	4				
African American		10.5	17.8	17.8	
Gap		*-18.9*	*-21.4*	*-23.2*	*4.3*
White		29.4	39.2	41.0	
Gap		*-10.5*	*-5.9*	*-11.4*	*0.9*
Hispanic		18.9	33.3	29.6	
Ohio	4				
African American		14.6	21.7	19.1	
Gap		*-32.6*	*-34.9*	*-35.7*	*3.1*
White		47.2	56.6	54.8	
Gap		*-20.8*	*-21.7*	*-21.9*	*1.1*
Hispanic		26.4	34.9	32.9	
Columbus	6				
African American		13.7	13.8	18.4	
Gap		*-18.9*	*-19.6*	*-21.2*	*2.3*
White		32.6	33.4	39.6	
Gap		*-16.8*	*-8.8*	*-28.7*	*11.9*
Hispanic		15.8	24.6	10.9	
Ohio	6				
African American		15.6	18.5	22.3	
Gap		*-37.2*	*-39.3*	*-39.0*	*1.8*
White		52.8	57.8	61.3	
Gap		*-27.7*	*-27.5*	*-20.8*	*-6.9*
Hispanic		25.1	30.3	40.5	
Columbus	9				
African American		30.6	34.4	34.9	
Gap		*-19.7*	*-21.6*	*-23.5*	*3.8*
White		50.3	56.0	58.4	
Gap		*-30.7*	*-25.8*	*-20.9*	*-9.8*
Hispanic		19.6	30.2	37.5	
Ohio	9				
African American		28.9	33.0	36.4	
Gap		*-43.9*	*-43.3*	*-41.3*	*-2.6*
White		72.8	76.3	77.7	
Gap		*-34.1*	*-29.5*	*-26.7*	*-7.4*
Hispanic		38.7	46.8	51.0	

Endnotes

1. Asterisk indicates that NCES data have been replaced with data provided by the school district.

2. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

3. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

4. Disaggregated achievement data were available for the first time in 1998.

5. Ibid.

Assessment data are not comparable to data in other states.

DISTRICT **DALLAS**
STATE **TEXAS**

STATE READING AND MATH ASSESSMENTS

State Assessment	Texas Assessment of Academic Skills (TAAS)	First Year Reported	1994
Grades Tested	3-8 & 10	How Reported	Percent Passing

Demographics [1]	Dallas		Texas	
	1995-96	1998-99	1995-96	1998-99
Number of Students	148,839	159,908	3,740,260*	3,945,367
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	70.4	NA	48.5*
Percent of Students with IEPs	8.8	8.9	11.5*	12.1*
Percent of Students in LEP Programs	NA	32.7	12.8*	13.5*
Percent African American	42.6	39.4	14.3	14.4
Percent Hispanic	43.4	49.4	36.7	38.6
Percent White	11.9	9.3	46.4	44.1
Percent Other	2.2	2.0	2.6	3.8
Number of FTE Teachers	8,922	8,807	240,371	259,739
Student-Teacher Ratio	16.9	18.2 [2]	15.6	15.2
Number of Schools	172	223	6,638	7,228
Current Expenditures Per Pupil [3]	$5,146	$5,139	$5,016	$5,444

Dallas as a Percentage of Texas' Public Schools	1995-96	1998-99
Percent of Students	4.0	4.1
Percent of FRPL	NA	5.9
Percent of IEPs	3.0	2.9
Percent of LEPs	NA	9.8
Percent of Schools	3.1	3.1
Percent of Teachers	3.7	3.4
Percent of State Revenue [4]	2.0	2.2

Dallas

Texas Assessment of Academic Skills (TAAS)[5]

Percent Passing

	Grade	1994	1995	1996	1997	1998	1999	2000	Annualized Change
Reading									
Dallas	3	60.8	65.4	63.2	62.8	71.9	74.9	70.5	1.6
Texas	3	77.9	79.5	80.5	81.5	86.2	88.0	87.9	1.7
Dallas	4	57.7	62.3	61.1	63.6	73.6	75.5	71.8	2.4
Texas	4	75.5	80.1	78.3	82.5	89.9	88.8	89.9	2.4
Dallas	5	58.8	62.2	66.9	65.5	71.7	70.9	68.7	1.7
Texas	5	77.5	79.3	83.0	84.8	88.4	86.4	87.8	1.7
Dallas	6	61.1	66.3	70.7	74.1	75.5	77.9	75.4	2.4
Texas	6	74.1	78.9	78.4	84.6	85.6	84.9	86.0	2.0
Dallas	7	57.6	62.0	70.0	70.8	68.6	66.6	65.7	1.4
Texas	7	75.9	78.7	82.6	84.5	85.5	83.6	83.5	1.3
Dallas	8	57.3	58.9	65.7	70.5	71.6	79.7	79.3	3.7
Texas	8	77.2	75.5	78.3	83.9	85.3	88.2	89.6	2.1
Dallas	10	62.8	62.3	70.6	77.8	78.8	80.0	83.7	3.5
Texas	10	77.7	76.4	81.9	86.1	88.3	88.8	90.3	2.1
Math									
Dallas	3	45.3	55.5	58.9	61.8	60.1	64.3	57.8	2.1
Texas	3	63.0	73.3	76.7	81.7	81.0	83.1	80.6	2.9
Dallas	4	46.1	55.3	61.7	62.9	68.0	72.7	65.2	3.2
Texas	4	59.4	71.1	78.5	82.6	86.3	87.6	87.1	4.6
Dallas	5	45.6	54.0	61.7	67.5	72.6	74.4	76.2	5.1
Texas	5	62.6	72.6	79.0	86.2	89.6	90.1	92.1	4.9
Dallas	6	53.6	54.2	70.8	72.5	75.5	79.8	79.3	4.3
Texas	6	61.1	64.6	77.8	81.8	86.1	86.9	88.5	4.6
Dallas	7	44.0	43.6	54.9	63.7	65.7	69.2	72.9	4.8
Texas	7	59.7	62.3	71.5	79.7	83.7	84.9	88.1	4.7
Dallas	8	38.8	38.1	54.7	59.5	70.0	74.4	78.2	6.6
Texas	8	58.6	57.3	69.0	76.3	83.8	86.3	90.2	5.3
Dallas	10	41.2	46.3	54.8	60.6	67.2	70.7	77.1	6.0
Texas	10	58.4	60.2	66.5	72.6	78.4	81.6	86.8	4.7

Assessment data are not comparable to data in other states.

Dallas
TAAS-Reading
Percent Passing

	Grade	1994	1995	1996	1997	1998	1999	2000	Change in Gap
Dallas	4								
African American		47.8	52.6	52.8	56.6	69.9	71.0	73.6	
Gap		*-31.7*	*-30.5*	*-26.6*	*-26.6*	*-16.3*	*-16.0*	*-15.9*	*-15.8*
White		79.5	83.1	79.4	83.2	86.2	87.0	89.5	
Gap		*-16.3*	*-15.1*	*-13.0*	*-17.3*	*-11.9*	*-8.9*	*-22.2*	*5.9*
Hispanic		63.2	68.0	66.4	65.9	74.3	78.1	67.3	
Texas	4								
African American		57.8	63.2	63.0	69.5	80.3	79.2	82.8	
Gap		*-27.4*	*-25.5*	*-23.8*	*-20.7*	*-14.7*	*-15.1*	*-12.3*	*-15.1*
White		85.2	88.7	86.8	90.2	95.0	94.3	95.1	
Gap		*-19.2*	*-16.3*	*-16.5*	*-14.7*	*-9.7*	*-9.9*	*-9.3*	*-9.9*
Hispanic		66.0	72.4	70.3	75.5	85.3	84.4	85.8	
Dallas	8								
African American		51.6	52.9	58.2	67.0	71.1	79.9	79.9	
Gap		*-31.4*	*-27.2*	*-28.7*	*-22.6*	*-15.6*	*-11.0*	*-12.9*	*-18.5*
White		83.0	80.1	86.9	89.6	86.7	90.9	92.8	
Gap		*-27.9*	*-21.7*	*-18.9*	*-20.4*	*-18.5*	*-14.1*	*-16.6*	*-11.3*
Hispanic		55.1	58.4	68.0	69.2	68.2	76.8	76.2	
Texas	8								
African American		60.9	59.7	63.6	74.0	76.2	81.8	83.6	
Gap		*-27.8*	*-27.4*	*-26.2*	*-19.0*	*-18.0*	*-12.2*	*-11.5*	*-16.3*
White		88.7	87.1	89.8	93.0	94.2	94.0	95.1	
Gap		*-24.6*	*-24.4*	*-23.9*	*-18.8*	*-18.4*	*-12.1*	*-11.1*	*-13.5*
Hispanic		64.1	62.7	65.9	74.2	75.8	81.9	84.0	
Dallas	10								
African American		58.5	58.0	71.5	80.7	80.6	83.1	87.6	
Gap		*-29.4*	*-29.7*	*-17.6*	*-13.0*	*-16.5*	*-12.8*	*-7.8*	*-21.6*
White		87.9	87.7	89.1	93.7	97.1	95.9	95.4	
Gap		*-30.4*	*-30.2*	*-26.5*	*-24.4*	*-25.0*	*-22.6*	*-17.4*	*-13.0*
Hispanic		57.5	57.5	62.6	69.3	72.1	73.3	78.0	
Texas	10								
African American		62.9	60.5	71.3	78.9	81.5	83.1	85.9	
Gap		*-26.2*	*-27.7*	*-20.4*	*-15.5*	*-13.9*	*-12.4*	*-10.2*	*-16.0*
White		89.1	88.2	91.7	94.4	95.4	95.5	96.1	
Gap		*-25.6*	*-25.4*	*-22.0*	*-18.7*	*-15.4*	*-15.0*	*-13.0*	*-12.6*
Hispanic		63.5	62.8	69.7	75.7	80.0	80.5	83.1	

Assessment data are not comparable to data in other states.

Dallas
TAAS-Math
Percent Passing

	Grade	1994	1995	1996	1997	1998	1999	2000	Change in Gap
Dallas	4								
African American		36.0	45.2	52.4	53.7	61.9	66.1	62.7	
Gap		*-31.3*	*-31.4*	*-26.6*	*-28.5*	*-21.2*	*-18.2*	*-21.8*	*-9.5*
White		67.3	76.6	79.0	82.2	83.1	84.3	84.5	
Gap		*-14.9*	*-15.2*	*-10.3*	*-14.2*	*-12.6*	*-6.7*	*-20.9*	*6.0*
Hispanic		52.4	61.4	68.7	68.0	70.5	77.6	63.6	
Texas	4								
African American		38.0	49.5	60.7	66.3	73.3	74.1	75.7	
Gap		*-32.4*	*-32.1*	*-26.1*	*-23.9*	*-18.8*	*-19.0*	*-17.7*	*-14.7*
White		70.4	81.6	86.8	90.2	92.1	93.1	93.4	
Gap		*-21.6*	*-20.1*	*-15.1*	*-13.1*	*-9.7*	*-8.5*	*-10.3*	*-11.3*
Hispanic		48.8	61.5	71.7	77.1	82.4	84.6	83.1	
Dallas	8								
African American		31.9	31.4	45.8	53.6	66.8	71.8	75.8	
Gap		*-34.6*	*-32.8*	*-34.4*	*-29.8*	*-16.9*	*-15.9*	*-15.9*	*-18.7*
White		66.5	64.2	80.2	83.4	83.7	87.7	91.7	
Gap		*-29.6*	*-28.4*	*-23.2*	*-24.4*	*-14.5*	*-14.1*	*-14.0*	*-15.6*
Hispanic		36.9	35.8	57.0	59.0	69.2	73.6	77.7	
Texas	8								
African American		34.2	32.6	47.4	58.8	71.6	74.7	81.8	
Gap		*-39.6*	*-41.4*	*-35.2*	*-29.1*	*-20.6*	*-18.2*	*-13.4*	*-26.2*
White		73.8	74.0	82.6	87.9	92.2	92.9	95.2	
Gap		*-31.6*	*-34.9*	*-27.2*	*-22.7*	*-16.4*	*-12.4*	*-9.1*	*-22.5*
Hispanic		42.2	39.1	55.4	65.2	75.8	80.5	86.1	
Dallas	10								
African American		33.4	41.0	52.3	59.8	64.4	67.5	74.1	
Gap		*-35.2*	*-31.5*	*-26.0*	*-23.3*	*-23.6*	*-23.8*	*-17.8*	*-17.4*
White		68.6	72.5	78.3	83.1	88.0	91.3	91.9	
Gap		*-30.5*	*-31.5*	*-29.4*	*-29.9*	*-24.4*	*-23.2*	*-15.7*	*-14.8*
Hispanic		38.1	41.0	48.9	53.2	63.6	68.1	76.2	
Texas	10								
African American		34.6	37.1	45.1	54.0	61.8	67.4	75.0	
Gap		*-37.3*	*-37.6*	*-33.9*	*-30.9*	*-26.7*	*-22.4*	*-18.2*	*-19.1*
White		71.9	74.7	79.0	84.9	88.5	89.8	93.2	
Gap		*-29.3*	*-31.2*	*-25.9*	*-25.7*	*-20.5*	*-16.1*	*-12.4*	*-16.9*
Hispanic		42.6	43.5	53.1	59.2	68.0	73.7	80.8	

Endnotes

1. Asterisk indicates that NCES data have been replaced with data provided by the school district.

2. Dallas school officials indicate that the district's Student-Teacher ratio would be appreciably lower if "Other Education" teachers were included in their FTE count.

3. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

4. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

5. Texas reported TAAS results for only non-Special Education students from 1994 through 1998, using the English language version of the test. Since 1999, state data include results for both non-Special Education and Special Education students, as well as those who took the Spanish language versions of the TAAS.

Assessment data are not comparable to data in other states.

DISTRICT **DAYTON**
STATE **OHIO**

STATE READING AND MATH ASSESSMENTS

State Assessment	Ohio Proficiency Tests	First Year Reported	1996
Grades Tested	4,6, 9, & 12	How Reported	Percent Passing

Demographics	Dayton		Ohio	
	1995-96	1998-99	1995-96	1998-99
Number of Students	27,942	25,852	1,836,015	1,842,559
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	75.9	NA	27.2
Percent of Students with IEPs	5.3	12.6	3.7	12.0
Percent of Students in LEP Programs	NA	NA	NA	NA
Percent African American	67.8	70.7	15.3	15.8
Percent Hispanic	0..5	0.6	1.4	1.5
Percent White	31.1	28.2	82.2	81.5
Percent Other	0.6	0.5	1.1	1.2
Number of FTE Teachers	1,748	1,794	107,347	113,986
Student-Teacher Ratio	16.0	14.9	17.1	16.2
Number of Schools	50	49	3,865	3,732
Current Expenditures Per Pupil [1]	$6,905	$7,556	$5,669	$6,198

Dayton as a Percentage of Ohio's Public Schools	1995-96	1998-99
Percent of Students	1.5	1.4
Percent of FRPL	NA	3.9
Percent of IEPs	2.2	1.5
Percent of LEPs	NA	NA
Percent of Schools	1.3	5.3
Percent of Teachers	1.6	6.2
Percent of State Revenue [2]	2.0	1.9

Dayton
State Proficiency Test
Percent Proficient

	Grade	1996	1997	1998	1999	2000	Annualized Change
Reading							
Dayton	4	20.4	27.1	18.6	27.7	23.0	0.7
Ohio	4	45.6	51.7	47.1	59.2	59.0	3.4
Dayton	6	18.5	21.0	25.9	23.4	20.0	0.4
Ohio	6	43.2	45.8	52.6	52.1	54.0	2.7
Dayton	9	68.0	85.8	81.5	80.4	71.0	0.8
Ohio	9	85.3	86.1	86.6	88.7	89.0	0.9
Dayton	12	50.0	60.1	48.6	65.9	44.5	-1.4
Ohio	12	67.9	68.2	66.7	68.6	65.9	-0.5
Math							
Dayton	4	19.5	11.7	12.3	18.1	14.0	-1.4
Ohio	4	44.4	39.3	41.7	50.6	49.0	1.2
Dayton	6	19.4	17.2	19.3	20.4	17.0	-0.6
Ohio	6	44.4	49.7	46.9	51.4	55.0	2.7
Dayton	9	29.2	32.2	33.3	34.1	30.0	0.2
Ohio	9	64.1	64.5	65.0	68.8	68.0	1.0
Dayton	12	24.8	30.0	31.6	37.9	34.4	2.4
Ohio	12	47.9	47.4	50.1	53.8	59.0	2.8

Assessment data are not comparable to data in other states.

Dayton
State Proficiency Test-Reading
Percent Proficient By Race/Ethnicity [3]

	Grade	1998	1999	2000	Change in Gap
Dayton	4				
African American		13.1	24.7	18.7	
Gap		*-17.1*	*-9.2*	*-15.9*	*-1.2*
White		30.2	33.9	34.6	
Gap		*29.8*	*6.1*	*-17.0*	*46.8*
Hispanic		60.0	40.0	17.6	
Ohio	4				
African American		19.6	32.4	29.7	
Gap		*-33.2*	*-32.4*	*-34.6*	*1.4*
White		52.8	64.8	64.3	
Gap		*-22.6*	*-22.8*	*-20.5*	*-2.1*
Hispanic		30.2	42.0	43.8	
Dayton [4]	6				
African American		21.9	19.6	16.9	
Gap		*-12.7*	*-13.0*	*-9.8*	*-2.9*
White		34.6	32.6	26.7	
Gap		*	*	*	*
Hispanic		NA	NA	NA	
Ohio	6				
African American		24.9	23.9	24.4	
Gap		*-33.1*	*-33.7*	*-35.2*	*2.1*
White		58.0	57.6	59.6	
Gap		*-26.5*	*-26.7*	*-20.1*	*-6.4*
Hispanic		31.5	30.9	39.5	
Dayton	9				
African American		66.0	68.0	68.4	
Gap		*-10.5*	*-8.5*	*-7.9*	*-2.6*
White		76.5	76.5	76.3	
Gap		*-15.4*	*-3.8*	*-12.0*	*-3.4*
Hispanic		61.1	72.7	64.3	
Ohio	9				
African American		68.2	72.1	72.9	
Gap		*-22.5*	*-20.2*	*-19.9*	*-2.6*
White		90.7	92.3	92.8	
Gap		*-20.3*	*-17.5*	*-14.3*	*-6.0*
Hispanic		70.4	74.8	78.5	

Assessment data are not comparable to data in other states.

Dayton
State Proficiency Test-Math
Percent Proficient By Race/Ethnicity [5]

	Grade	1998	1999	2000	Change in Gap
Dayton	4				
African American		7.9	14.6	10.7	
Gap		***-14.1***	***-10.9***	***-11.2***	***-2.9***
White		22.0	25.5	21.9	
Gap		***28.0***	***14.5***	***-10.1***	***38.1***
Hispanic		50.0	40.0	11.8	
Ohio	4				
African American		14.6	21.7	19.1	
Gap		***-32.6***	***-34.9***	***-35.7***	***3.1***
White		47.2	56.6	54.8	
Gap		***-20.8***	***-21.7***	***-21.9***	***1.1***
Hispanic		26.4	34.9	32.9	
Dayton [6]	6				
African American		13.8	15.4	13.8	
Gap		***-15.9***	***-17.2***	***-13.9***	***-2.0***
White		29.7	32.6	27.7	
Gap		*	*	*	*
Hispanic		NA	NA	NA	
Ohio	6				
African American		15.6	18.5	22.3	
Gap		***-37.2***	***-39.3***	***-39.0***	***1.8***
White		52.8	57.8	61.3	
Gap		***-27.7***	***-27.5***	***-20.8***	***-6.9***
Hispanic		25.1	30.3	40.5	
Dayton	9				
African American		28.7	29.3	27.5	
Gap		***-16.8***	***-15.9***	***-14.6***	***-2.2***
White		45.5	45.2	42.1	
Gap		***-17.7***	***0.3***	***-20.7***	***3.0***
Hispanic		27.8	45.5	21.4	
Ohio	9				
African American		28.9	33.0	36.4	
Gap		***-43.9***	***-43.3***	***-41.3***	***-2.6***
White		72.8	76.3	77.7	
Gap		***-34.1***	***-29.5***	***-26.7***	***-7.4***
Hispanic		38.7	46.8	51.0	

Endnotes

1. *Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.*

2. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

3. Disaggregated achievement data were available for the first time in 1998.

4. Due to the small sample size, scores for Hispanic students in grade 6 were not calculated.

5. Disaggregated achievement data were available for the first time in 1998.

6. Due to a small sample size, scores for Hispanic students in grade 6 were not calculated.

Assessment data are not comparable to data in other states.

DISTRICT	**DENVER**
STATE	**COLORADO**

STATE READING AND MATH ASSESSMENTS

State Assessment	Colorado State Assessment Program (CSAP)	First Year Reported	1997
Grades Tested	3-5,7, & 8	How Reported	Proficiency Level & National Percentile

Demographics	**Denver**		**Colorado**	
	1995-96	**1998-99**	**1995-96**	**1998-99**
Number of Students	64,322	68,790	656,279	699,135
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	53.4	NA	20.9
Percent of Students with IEPs	11.1	10.9	9.9	10.2
Percent of Students in LEP Programs	NA	NA	NA	NA
Percent African American	21.3	21.0	5.5	5.6
Percent Hispanic	46.4	49.8	18.4	19.9
Percent White	27.1	24.4	72.5	70.6
Percent Other	5.2	4.8	3.6	3.9
Number of FTE Teachers	3,271	3,888	35,388	39,434
Student-Teacher Ratio	19.7	17.7	18.5	17.7
Number of Schools	112	122	1,486	1,539
Current Expenditures Per Pupil [1]	$5,569	$5,694	$5,121	$5,656

Denver as a Percentage of Colorado's Public Schools	**1995-96**	**1998-99**
Percent of Students	9.8	9.8
Percent of FRPL	NA	25.2
Percent of IEPs	11.0	10.5
Percent of LEPs	NA	NA
Percent of Schools	7.5	7.9
Percent of Teachers	9.2	9.9
Percent of State Revenue [2]	7.1	7.6

Denver [3]
Colorado State Assessment Program (CSAP)
Percent Proficient and Above

	Grade	1997	1998	1999	2000	Annualized Change
Reading [4]						
Denver	3	NA	46	43	47	0.5
Colorado	3	NA	66	67	69	1.5
Denver	4	33	32	31	38	1.7
Colorado	4	57	57	59	62	1.7
Denver	7	NA	NA	31	32	1.0
Colorado	7	NA	NA	56	58	2.0
Math [5]						
Denver	5	NA	NA	20	NA	NA
Colorado	5	NA	NA	47	NA	NA
Denver	8	NA	NA	NA	12	NA
Colorado	8	NA	NA	NA	33	NA

Denver
Colorado State Assessment Program(CSAP)
% Proficient and Above

	Grade	1998	1999	2000	Change in Gap
Reading					
Denver	3				
African American		37	34	39	
Gap		*-29*	*-35*	*-33*	*4.0*
White		66	69	72	
Gap		*-29*	*-36*	*-34*	*5.0*
Hispanic		37	33	38	
Colorado	3				
African American		45	43	48	
Gap		*-28*	*-32*	*-30*	*2.0*
White		73	75	78	
Gap		*-28*	*-30*	*-29*	*1.0*
Hispanic		45	45	49	

Assessment data are not comparable to data in other states.

Denver
ITBS/ITED
National Percentile

	Grade	1997	1998	1999	2000	Change in Gap
Total Reading						
	4					
African American		31	33	33	35	
Gap		***-29***	***-31***	***-29***	***-32***	***3***
White		60	64	62	67	
Gap		***-29***	***-30***	***-30***	***-34***	***5***
Hispanic		31	34	32	33	
African American	7	30	34	33	35	
Gap		***-27***	***-26***	***-27***	***-28***	***1***
White		57	60	60	63	
Gap		***-27***	***-29***	***-28***	***-31***	***4***
Hispanic		30	31	32	32	
African American	10	35	36	39	35	
Gap		***-36***	***-35***	***-31***	***-35***	***-1***
White		71	71	70	70	
Gap		***-33***	***-32***	***-32***	***-34***	***1***
Hispanic		38	39	38	36	
Total Math						
African American	5	26	26	29	29	
Gap		***-31***	***-31***	***-29***	***-31***	***0***
White		57	57	58	60	
Gap		***-24***	***-25***	***-25***	***-28***	***4***
Hispanic		33	32	33	32	
African American	8	35	33	36	35	
Gap		***-28***	***-29***	***-27***	***-31***	***3***
White		63	62	63	66	
Gap		***-24***	***-21***	***-22***	***-25***	***1***
Hispanic		39	41	41	41	
African American	10	35	35	38	36	
Gap		***-31***	***-35***	***-31***	***-31***	***0***
White		66	70	69	67	
Gap		***-24***	***-26***	***-26***	***-24***	***0***
Hispanic		42	44	43	43	

Endnotes

1. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

2. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

3. State data were reported as whole numbers; district data were rounded to the nearest whole number for consistency.

4. The CSAP Reading Assessment was not required for 3rd grade students until 1998 or for 7th grade students until 1999.

5. The CSAP Math Assessment was not required for 5th grade students until 1999 or for 8th grade students until 2000. CSAP Math results for 5th graders in 2000 had not been posted on the state's website at the time of publication.

Assessment data are not comparable to data in other states.

DISTRICT	**DES MOINES**
STATE	**IOWA**

STATE READING AND MATH ASSESSMENTS

State Assessment [1]	Iowa Test of Basic Skills (ITBS)	First Year Reported	1999
Grades Tested	3,4,6,7, & 8	How Reported	National Percentile

Demographics [2]	Des Moines		Iowa	
	1995-96	1998-99	1995-96	1998-99
Number of Students	32,104*	32,064*	502,343	498,214
Percent Free & Reduced Price Lunch Eligible (FRPL)	38.9*	44.7	NA	27.4
Percent of Students with IEPs	13.9	15.1	12.9	13.6
Percent of Students in LEP Programs	5.0*	6.3*	NA	1.6
Percent African American	13.8*	14.8*	3.3	3.6
Percent Hispanic	4.5*	6.5*	2.1	2.8
Percent White	75.9*	73.1	92.7	91.4
Percent Other	5.9	5.6	1.9	2.2
Number of FTE Teachers	2,106	1,969	32,318	32,822
Student-Teacher Ratio	15.4	16.0	15.5	15.2
Number of Schools	65	65	1,556	1,538
Current Expenditures Per Pupil [3]	$5,912	$6,518	$5,481	$5,998

Des Moines as a Percentage of Iowa's Public Schools	1995-96	1998-99
Percent of Students	6.5	6.3
Percent of FRPL	NA	10.3
Percent of IEPs	7.0	7.0
Percent of LEPs	NA	23.4
Percent of Schools	4.2	4.2
Percent of Teachers	6.5	6.0
Percent of State Revenue [4]	6.8	6.9

Des Moines [5]
ITBS
National Percentiles [6]

	Grade	1999	2000	Annualized Change in NCEs
Reading	3	52	53	0.5
	4	49	55	3.1
	6	48	51	1.6
	7	52	52	0.0
	8	50	53	1.6
Math	3	43	43	0.0
	4	42	47	2.7
	6	41	43	1.1
	7	43	45	1.1
	8	42	44	1.1

Endnotes

1. The state of Iowa does not have a mandated statewide testing program. Nearly all Iowa public school districts, however, voluntarily participate in the student achievement testing program offered through the Iowa Testing Programs at the University of Iowa.

2. Asterisk indicates that NCES data have been replaced with data provided by the school district.

3. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

4. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

5. Special Education students were included in test results for the first time in 1999.

6. Annualized change indices are presented in Normal Curve Equivalents.

Assessment data are not comparable to data in other states.

DISTRICT	**DETROIT**
STATE	**MICHIGAN**

STATE READING AND MATH ASSESSMENTS

State Assessment	Michigan Educational Assessment Program (MEAP)	First Year Reported [1]	1996
Grades Tested	4,7, & 11	How Reported [2]	Percent Satisfactory

Demographics [3]	Detroit		Michigan	
	1995-96	1998-99	1995-96	1998-99
Number of Students	174,712*	179,103*	1,641,456	1,720,266
Percent Free & Reduced Price Lunch Eligible (FRPL)	68.0*	70.6*	NA	24.6
Percent of Students with IEPs	5.9	6.5	4.0	4.8
Percent of Students in LEP Programs	NA	NA	NA	NA
Percent African American	90.2*	91.3	18.4	19.5
Percent Hispanic	2.6*	3.3	2.7	3.0
Percent White	6.0*	4.1*	76.4	74.4
Percent Other	1.2	1.3*	2.5	2.7
Number of FTE Teachers	7,687	8,705	83,179	93,220
Student-Teacher Ratio	22.6	19.9	19.7	18.5
Number of Schools	259*	260*	3,748	3,656
Current Expenditures Per Pupil [4]	$7,424	$6,934	$6,785	$7,050

Detroit as a Percentage of Michigan's Public Schools	1995-96	1998-99
Percent of Students	10.6	10.1
Percent of Free Lunch Eligible	NA	27.8
Percent of IEPs	15.7	14.0
Percent of LEPs	NA	NA
Percent of Schools	7.2	7.4
Percent of Teachers	9.2	9.3
Percent of State Revenue [5]	12.3	12.0

Detroit
Michigan Educational Assessment Program
Percent Satisfactory

	Grade	1996	1997	1998	1999	2000	Annualized Change
Reading							
Detroit	4	46.4	46.7	52.6	45.4	51.7	1.3
Michigan	4	49.9	49.0	58.6	59.4	58.2	2.1
Detroit	7	33.1	30.7	32.2	34.5	33.2	0.0
Michigan	7	42.3	40.4	48.8	53.0	48.4	1.5
Math							
Detroit	4	48.5	48.7	64.6	58.5	62.4	3.5
Michigan	4	63.1	60.5	74.1	71.7	74.8	2.9
Detroit	7	31.5	29.1	33.7	36.0	34.5	0.8
Michigan	7	55.0	51.4	61.4	63.2	62.8	2.0

Detroit
MEAP High School Test-Grade 11
Percent Meeting/Exceeding Standards

	1998	1999	2000	Annualized Change
Reading				
Detroit	31.8	36.7	38.6	3.4
Michigan	58.9	67.3	69.4	5.3
Math				
Detroit	19.3	30.0	28.1	4.4
Michigan	60.5	63.6	64.8	2.2

Endnotes

1. The revised high school test was administered for the first time in 1998.

2. Grade 11 test results are reported as percent meeting standards.

3. Asterisk indicates that NCES data have been replaced with data provided by the school district.

4. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

5. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

Assessment data are not comparable to data in other states.

DISTRICT	**FORT WORTH**
STATE	**TEXAS**

STATE READING AND MATH ASSESSMENTS

State Assessment	Texas Assessment of Academic Skills (TAAS)	First Year Reported	1994
Grades Tested	3-8 & 10	How Reported	Percent Passing

Demographics [1]	Fort Worth		Texas	
	1995-96	1998-99	1995-96	1998-99
Number of Students	74,021	77,956	3,740,260*	3,945,367
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	54.8	NA	48.5*
Percent of Students with IEPs	11.1	11.2	11.5*	12.1*
Percent of Students in LEP Programs	NA	24.9	12.8*	13.5*
Percent African American	34.0	32.3	14.3	14.4
Percent Hispanic	36.4	41.1	36.7	38.6
Percent White	27.0	24.0	46.4	44.1
Percent Other	2.7	2.5	2.6	3.8
Number of FTE Teachers	4,165	4,416	240,371	259,739
Student-Teacher Ratio	17.8	17.7	15.6	15.2
Number of Schools	129	136	6,638	7,228
Current Expenditures Per Pupil [2]	$4,967	$5,030	$5,016	$5,444

Fort Worth as a Percentage of Texas' Public Schools	1995-96	1998-99
Percent of Students	2.0	2.0
Percent of FRPL	NA	2.2
Percent of IEPs	1.9	1.8
Percent of LEPs	NA	3.6
Percent of Schools	1.9	1.9
Percent of Teachers	1.7	1.7
Percent of State Revenue [3]	2.1	2.2

Fort Worth

Texas Assessment of Academic Skills (TAAS) [4]

Percent Passing

	Grade	1994	1995	1996	1997	1998	1999	2000	Annualized Change
Reading									
Fort Worth	3	68.8	69.4	68.8	70.0	76.1	82.7	83.2	2.4
Texas	3	77.9	79.5	80.5	81.5	86.2	88.0	87.9	1.7
Fort Worth	4	68.5	69.3	66.7	70.4	78.1	82.0	85.4	2.8
Texas	4	75.5	80.1	78.3	82.5	89.9	88.8	89.9	2.4
Fort Worth	5	70.4	70.4	72.1	74.7	77.3	78.2	83.3	2.2
Texas	5	77.5	79.3	83.0	84.8	88.4	86.4	87.8	1.7
Fort Worth	6	63.9	67.3	63.9	70.1	69.2	74.7	75.6	2.0
Texas	6	74.1	78.9	78.4	84.6	85.6	84.9	86.0	2.0
Fort Worth	7	69.9	67.5	70.8	70.4	70.4	71.0	70.9	0.2
Texas	7	75.9	78.7	82.6	84.5	85.5	83.6	83.5	1.3
Fort Worth	8	69.2	66.7	64.0	71.5	73.0	79.1	80.0	1.8
Texas	8	77.2	75.5	78.3	83.9	85.3	88.2	89.6	2.1
Fort Worth	10	70.3	66.1	71.9	77.4	77.4	80.0	81.6	1.9
Texas	10	77.7	76.4	81.9	86.1	88.3	88.8	90.3	2.1
Math									
Fort Worth	3	53.7	62.3	63.1	71.0	68.4	73.8	76.3	3.8
Texas	3	63.0	73.3	76.7	81.7	81.0	83.1	80.6	2.9
Fort Worth	4	49.0	55.5	62.4	71.3	73.2	79.3	77.0	4.7
Texas	4	59.4	71.1	78.5	82.6	86.3	87.6	87.1	4.6
Fort Worth	5	53.7	58.3	64.6	74.2	78.0	84.3	80.4	4.5
Texas	5	62.6	72.6	79.0	86.2	89.6	90.1	92.1	4.9
Fort Worth	6	47.8	50.3	61.6	65.1	68.7	77.4	88.0	6.7
Texas	6	61.1	64.6	77.8	81.8	86.1	86.9	88.5	4.6
Fort Worth	7	49.9	47.1	55.5	61.3	64.0	70.8	78.0	4.7
Texas	7	59.7	62.3	71.5	79.7	83.7	84.9	88.1	4.7
Fort Worth	8	50.3	44.0	52.2	58.1	66.5	74.2	81.8	5.3
Texas	8	58.6	57.3	69.0	76.3	83.8	86.3	90.2	5.3
Fort Worth	10	47.0	48.1	54.9	57.8	65.5	71.0	75.0	4.7
Texas	10	58.4	60.2	66.5	72.6	78.4	81.6	86.8	4.7

Assessment data are not comparable to data in other states.

Fort Worth
TAAS-Reading
Percent Passing

	Grade	1994	1995	1996	1997	1998	1999	2000	Change in Gap
Fort Worth	4								
African American		54.2	54.2	54.6	59.2	72.5	76.8	78.4	
Gap		*-32.7*	*-35.2*	*-30.3*	*-28.7*	*-18.9*	*-16.8*	*-17.4*	*-15.3*
White		86.9	89.4	84.9	87.9	91.4	93.6	95.8	
Gap		*-24.3*	*-24.6*	*-23.7*	*-21.2*	*-19.0*	*-15.1*	*-11.8*	*-12.5*
Hispanic		62.6	64.8	61.2	66.7	72.4	78.5	84.0	
Texas	4								
African American		57.8	63.2	63.0	69.5	80.3	79.2	82.8	
Gap		*-27.4*	*-25.5*	*-23.8*	*-20.7*	*-14.7*	*-15.1*	*-12.3*	*-15.1*
White		85.2	88.7	86.8	90.2	95.0	94.3	95.1	
Gap		*-19.2*	*-16.3*	*-16.5*	*-14.7*	*-9.7*	*-9.9*	*-9.3*	*-9.9*
Hispanic		66.0	72.4	70.3	75.5	85.3	84.4	85.8	
Fort Worth	8								
African American		56.4	55.7	53.8	64.4	62.8	71.8	72.0	
Gap		*-33.2*	*-30.6*	*-34.8*	*-26.8*	*-27.6*	*-21.4*	*-21.0*	*-12.2*
White		89.6	86.3	88.6	91.2	90.4	93.2	93.0	
Gap		*-30.0*	*-28.0*	*-34.4*	*-28.1*	*-20.5*	*-17.2*	*-14.6*	*-15.4*
Hispanic		59.6	58.3	54.2	63.1	69.9	76.0	78.4	
Texas	8								
African American		60.9	59.7	63.6	74.0	76.2	81.8	83.6	
Gap		*-27.8*	*-27.4*	*-26.2*	*-19.0*	*-18.0*	*-12.2*	*-11.5*	*-16.3*
White		88.7	87.1	89.8	93.0	94.2	94.0	95.1	
Gap		*-24.6*	*-24.4*	*-23.9*	*-18.8*	*-18.4*	*-12.1*	*-11.1*	*-13.5*
Hispanic		64.1	62.7	65.9	74.2	75.8	81.9	84.0	
Fort Worth	10								
African American		58.7	55.2	64.7	73.1	70.1	77.8	82.1	
Gap		*-31.4*	*-33.5*	*-27.8*	*-21.5*	*-25.0*	*-15.2*	*-12.4*	*-19.0*
White		90.1	88.7	92.5	94.6	95.1	93	94.5	
Gap		*-30.4*	*-32.6*	*-33.3*	*-28.8*	*-26.3*	*-20.3*	*-20.5*	*-9.9*
Hispanic		59.7	56.1	59.2	65.8	68.8	72.7	74.0	
Texas	10								
African American		62.9	60.5	71.3	78.9	81.5	83.1	85.9	
Gap		*-26.2*	*-27.7*	*-20.4*	*-15.5*	*-13.9*	*-12.4*	*-10.2*	*-16.0*
White		89.1	88.2	91.7	94.4	95.4	95.5	96.1	
Gap		*-25.6*	*-25.4*	*-22.0*	*-18.7*	*-15.4*	*-15.0*	*-13.0*	*-12.6*
Hispanic		63.5	62.8	69.7	75.7	80.0	80.5	83.1	

Fort Worth
TAAS-Math
Percent Passing

	Grade	1994	1995	1996	1997	1998	1999	2000	Change in Gap
Fort Worth	4								
African American		34.8	38.1	48.4	58.4	65.3	70.7	69.3	
Gap		***-31.7***	***-39.4***	***-31.6***	***-29.4***	***-20.7***	***-21.3***	***-24.1***	***-7.6***
White		66.5	77.5	80.0	87.8	86.0	92.0	93.4	
Gap		***-22.6***	***-27.1***	***-20.9***	***-18.3***	***-17.1***	***-14.2***	***-13.0***	***-9.6***
Hispanic		43.9	50.4	59.1	69.5	68.9	77.8	80.4	
Texas	4								
African American		38.0	49.5	60.7	66.3	73.3	74.1	75.7	
Gap		***-32.4***	***-32.1***	***-26.1***	***-23.9***	***-18.8***	***-19.0***	***-17.7***	***-14.7***
White		70.4	81.6	86.8	90.2	92.1	93.1	93.4	
Gap		***-21.6***	***-20.1***	***-15.1***	***-13.1***	***-9.7***	***-8.5***	***-10.3***	***-11.3***
Hispanic		48.8	61.5	71.7	77.1	82.4	84.6	83.1	
Fort Worth	8								
African American		31.2	26.0	38.1	43.4	53.5	62.3	72.5	
Gap		***-44.6***	***-45.6***	***-41.8***	***-39.3***	***-33.4***	***-29.9***	***-21.1***	***-23.5***
White		75.8	71.6	79.9	82.7	86.9	92.2	93.6	
Gap		***-34.8***	***-38.0***	***-37.6***	***-30.8***	***-24.6***	***-20.1***	***-11.8***	***-23.0***
Hispanic		41.0	33.6	42.3	51.9	62.3	72.1	81.8	
Texas	8								
African American		34.2	32.6	47.4	58.8	71.6	74.7	81.8	
Gap		***-39.6***	***-41.4***	***-35.2***	***-29.1***	***-20.6***	***-18.2***	***-13.4***	***-26.2***
White		73.8	74.0	82.6	87.9	92.2	92.9	95.2	
Gap		***-31.6***	***-34.9***	***-27.2***	***-22.7***	***-16.4***	***-12.4***	***-9.1***	***-22.5***
Hispanic		42.2	39.1	55.4	65.2	75.8	80.5	86.1	
Fort Worth	10								
African American		27.2	31.0	39.5	43.6	51.0	61.9	66.1	
Gap		***-45.0***	***-43.8***	***-39.1***	***-40.1***	***-34.8***	***-25.1***	***-23.8***	***-21.2***
White		72.2	74.8	78.6	83.7	85.8	87.0	89.9	
Gap		***-37.1***	***-35.5***	***-32.9***	***-37.1***	***-25.4***	***-20.3***	***-18.8***	***-18.3***
Hispanic		35.1	39.3	45.7	46.6	60.4	66.7	71.1	
Texas	10								
African American		34.6	37.1	45.1	54.0	61.8	67.4	75.0	
Gap		***-37.3***	***-37.6***	***-33.9***	***-30.9***	***-26.7***	***-22.4***	***-18.2***	***-19.1***
White		71.9	74.7	79.0	84.9	88.5	89.8	93.2	
Gap		***-29.3***	***-31.2***	***-25.9***	***-25.7***	***-20.5***	***-16.1***	***-12.4***	***-16.9***
Hispanic		42.6	43.5	53.1	59.2	68.0	73.7	80.8	

Endnotes

1. Asterisk indicates that NCES data have been replaced with data provided by the school district.

2. Current Expenditures Per Pupil data for the 1998-99 school year are from the 1997 fiscal year.

3. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

4. Texas reported TAAS results for only non-Special Education students from 1994 through 1998, using the English language version of the test. Since 1999, state data include results for both non-Special Education and Special Education students, as well as those who took the Spanish language versions of the TAAS.

Assessment data are not comparable to data in other states.

DISTRICT	**FRESNO**
STATE	**CALIFORNIA**

STATE READING AND MATH ASSESSMENTS

State Assessment	Stanford Achievement Test, Ninth Edition (SAT/9)	First Year Reported	1998
Grades Tested	3-11	How Reported	Mean Scale Score

Demographics	**Fresno**		**California**	
	1995-96	**1998-99**	**1995-96**	**1998-99**
Number of Students	77,880	78,942	5,536,406	5,925,964
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	72.2	NA	46.8
Percent of Students with IEPs	11.4	11.9	10.5	10.9
Percent of Students in LEP Programs	NA	32.3	NA	23.6
Percent African American	10.9	11.5	8.8	8.6
Percent Hispanic	41.8	46.6	38.7	40.7
Percent White	23.9	21.5	40.4	37.3
Percent Other	23.4	20.3	12.1	11.7
Number of FTE Teachers	3,295	3,789	230,849	281,686
Student-Teacher Ratio	23.6	20.8	24.0	21.0
Number of Schools	89	91	7,876	8,334
Current Expenditures Per Pupil [1]	$4,826	$5,048	$4,937	$5,644

Fresno as a Percentage of California's Public Schools	**1995-96**	**1998-99**
Percent of Students	1.4	1.3
Percent of FRPL	NA	2.1
Percent of IEPs	1.5	1.5
Percent of LEPs	NA	1.8
Percent of Schools	1.1	1.1
Percent of Teachers	1.4	1.3
Percent of State Revenue [2]	1.6	1.5

Fresno
SAT/9
Mean Scale Scores[3]

	Grade	1998	1999	2000	Annualized Change
Reading					
Fresno	3	579.6	584.1	587.4	3.9
California	3	600.2	604.3	608.5	4.2
Fresno	4	607.2	610.4	613.1	2.9
California	4	627.3	629.7	633.1	2.9
Fresno	5	626.4	628.3	628.8	1.2
California	5	643.8	645.2	647.1	1.7
Fresno	6	643.9	646.1	647.5	1.8
California	6	656.2	658.1	659.7	1.8
Fresno	7	656.7	657.5	658.2	0.8
California	7	671.3	672.4	674.4	1.6
Fresno	8	673.5	675.5	675.2	0.9
California	8	684.9	686.3	687.9	1.5
Fresno	9	672.3	671.9	673.8	0.8
California	9	684.2	684.5	685.9	0.8
Fresno	10	678.8	681.5	680.1	0.7
California	10	689.7	690.0	691.2	0.8
Fresno	11	692.0	691.3	692.2	0.1
California	11	697.4	696.9	697.9	0.3
Math					
Fresno	3	574.3	582.1	587.2	6.5
California	3	590.7	598.4	606.5	7.9
Fresno	4	597.4	601.9	606.4	4.5
California	4	614.2	619.0	625.7	5.8
Fresno	5	623.9	626.3	630.5	3.3
California	5	638.6	642.4	647.8	4.6
Fresno	6	645.8	648.8	651.9	3.1
California	6	656.3	660.5	664.8	4.3
Fresno	7	657.0	660.5	660.2	1.6
California	7	667.8	670.3	673.4	2.8
Fresno	8	666.0	669.8	671.9	3.0
California	8	676.6	679.5	681.9	2.6
Fresno	9	677.4	680.9	682.9	2.8
California	9	688.4	689.9	692.4	2.0
Fresno	10	688.7	692.3	690.3	0.8
California	10	694.9	696.9	698.2	1.7
Fresno	11	696.6	701.0	700.9	2.1
California	11	699.9	702.2	704.0	2.1

Assessment data are not comparable to data in other states.

Fresno
SAT/9-Reading
Mean Scale Scores

	Grade	1998	1999	2000	Change in Gap
Fresno	4				
African American		599.4	607.1	609.5	
Gap		*-40.4*	*-34.3*	*-35.7*	*-4.7*
White		639.8	641.4	645.2	
Gap		*-40.4*	*-39.5*	*-39.7*	*-0.7*
Hispanic		599.4	601.9	605.5	
California	4				
African American		610.9	614.8	619.3	
Gap		*-38.9*	*-37.5*	*-36.6*	*-2.3*
White		649.8	652.3	655.9	
Gap		*-44.9*	*-43.9*	*-43.0*	*-1.9*
Hispanic		604.9	608.4	612.9	
Fresno	8				
African American		666.1	668.0	670.6	
Gap		*-34.1*	*-34.6*	*-30.2*	*-3.9*
White		700.2	702.6	700.8	
Gap		*-33.6*	*-34.5*	*-31.9*	*-1.7*
Hispanic		666.6	668.1	668.9	
California	8				
African American		671.3	672.8	675.0	
Gap		*-31.5*	*-30.9*	*-30.1*	*-1.4*
White		702.8	703.7	705.1	
Gap		*-36.2*	*-34.9*	*-34.3*	*-1.9*
Hispanic		666.6	668.8	670.8	
Fresno	10				
African American		671.8	673.3	672.0	
Gap		*-31.6*	*-32.7*	*-32.9*	*1.3*
White		703.4	706.0	704.9	
Gap		*-32.5*	*-31.5*	*-31.5*	*-1.0*
Hispanic		670.9	674.5	673.4	
California	10				
African American		676.8	676.7	677.7	
Gap		*-29.4*	*-29.1*	*-29.3*	*-0.1*
White		706.2	705.8	707.0	
Gap		*-33.4*	*-32.2*	*-36.2*	*2.8*
Hispanic		672.8	673.6	670.8	

Assessment data are not comparable to data in other states.

Fresno
SAT/9-Math
Mean Scale Scores

	Grade	1998	1999	2000	Change in Gap
Fresno	4				
African American		586.9	574.9	577.1	
Gap		***-33.9***	***-48.4***	***-52.2***	***18.3***
White		620.8	623.3	629.3	
Gap		***-31.1***	***-29.8***	***-30.1***	***-1.0***
Hispanic		589.7	593.5	599.2	
California	4				
African American		595.5	600.5	607.3	
Gap		***-34.7***	***-34.7***	***-35.3***	***0.6***
White		630.2	635.2	642.6	
Gap		***-32.7***	***-32.1***	***-32.5***	***-0.2***
Hispanic		597.5	603.1	610.1	
Fresno	8				
African American		654.3	657.3	659.7	
Gap		***-31.8***	***-32.4***	***-33.8***	***2.0***
White		686.1	689.7	693.5	
Gap		***-28.6***	***-29.0***	***-31.2***	***2.6***
Hispanic		657.5	660.7	662.3	
California	8				
African American		595.5	600.5	607.3	
Gap		***-95.1***	***-93.0***	***-88.9***	***-6.2***
White		690.6	693.5	696.2	
Gap		***-31.3***	***-30.9***	***-31.1***	***-0.2***
Hispanic		659.3	662.6	665.1	
Fresno	10				
African American		677.2	680.0	679.0	
Gap		***-28.5***	***-29.7***	***-29.4***	***0.9***
White		705.7	709.7	708.4	
Gap		***-26.1***	***-26.2***	***-25.7***	***-0.4***
Hispanic		679.6	683.5	682.7	
California	10				
African American		679.5	680.3	681.3	
Gap		***-25.6***	***-26.6***	***-26.9***	***1.3***
White		705.1	706.9	708.2	
Gap		***-24.4***	***-24.1***	***-24.2***	***-0.2***
Hispanic		680.7	682.8	684.0	

Endnotes

1. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

2. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

3. The scale score for SAT/9 ranges from 200 to 900.

Assessment data are not comparable to data in other states.

DISTRICT GREENSBORO
STATE NORTH CAROLINA

STATE READING AND MATH ASSESSMENTS

State Assessment [1]	N.C. End-of-Grade Tests	First Year Reported	1998
Grades Tested	3-8	How Reported	Percent At/Above Grade Level

Demographics [2]	Greensboro		North Carolina	
	1995-96	1998-99	1995-96	1998-99
Number of Students	57,211	61,154	1,156,885*	1,299,907*
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	36.9	NA	39.8
Percent of Students with IEPs	12.5	13.9	12.6	13.5
Percent of Students in LEP Programs	NA	3.2	NA	2.3
Percent African American	38.2	40.6	30.7	31.1*
Percent Hispanic	1.3	2.0	1.9	3.1
Percent White	57.2	53.1	64.6	62.6*
Percent Other	3.4	4.3	2.8	3.2
Number of FTE Teachers	3,574	3,785	73,201	79,531
Student-Teacher Ratio	16.0	16.2	15.8	16.3
Number of Schools	93	95	1,985	2,095
Current Expenditures Per Pupil [3]	$5,226	$5,431	$4,719	$5,257

Greensboro as a Percentage of North Carolina's Public Schools	1995-96	1998-99
Percent of Students	4.9	4.7
Percent of FRPL	NA	4.4
Percent of IEPs	4.8	4.8
Percent of LEPs	NA	4.0
Percent of Schools	4.7	4.8
Percent of Teachers	4.9	3.9
Percent of State Revenue [4]	4.8	4.8

Greensboro
NC End-of-Grade Test
Percent At/Above Grade Level

	Grade	1998	1999	2000	Annualized Change
Reading					
Greensboro	3	69.6	70.8	71.8	1.1
North Carolina	3	71.6	73.6	74.4	1.4
Greensboro	4	71.1	68.6	70.3	-0.4
North Carolina	4	70.9	71.4	72.1	0.6
Greensboro	5	75.1	75.8	77.4	1.2
North Carolina	5	75.2	75.8	79.1	2.0
Greensboro	6	72.3	72.6	70.3	-1.0
North Carolina	6	70.0	72.4	69.5	-0.3
Greensboro	7	73.7	77.8	74.8	0.6
North Carolina	7	71.2	76.6	75.1	2.0
Greensboro	8	80.4	80.3	83.4	1.5
North Carolina	8	79.5	79.9	82.4	1.5
Math					
Greensboro	3	66.1	66.3	68.2	1.1
North Carolina	3	68.2	70.0	71.8	1.8
Greensboro	4	78.3	78.9	82.8	2.3
North Carolina	4	79.3	82.6	84.5	2.6
Greensboro	5	76.5	80.2	79.8	1.7
North Carolina	5	78.0	82.4	82.9	2.5
Greensboro	6	76.6	77.1	80.1	1.8
North Carolina	6	78.3	78.4	80.9	1.3
Greensboro	7	74.6	80.3	76.1	0.8
North Carolina	7	76.9	82.4	80.7	1.9
Greensboro	8	73.0	74.0	77.8	2.4
North Carolina	8	76.3	77.6	80.5	2.1

Assessment data are not comparable to data in other states.

Greensboro
NC End-of-Grade Test-Reading
Percent At/Above Grade Level

	Grade	1998	1999	2000	Change in Gap
Greensboro	4				
African American		53.4	50.8	52.5	
Gap		***-30.5***	***-31.6***	***-33.0***	***2.5***
White		83.9	82.4	85.5	
Gap		***-15.5***	***-21.9***	***-28.6***	***13.1***
Hispanic		68.4	60.5	56.9	
North Carolina	4				
African American		52.3	53.0	53.6	
Gap		***-27.9***	***-27.8***	***-28.0***	***0.1***
White		80.2	80.8	81.6	
Gap		***-23.0***	***-22.5***	***-22.0***	***-1.0***
Hispanic		57.2	58.3	59.6	
Greensboro	8				
African American		66.9	66.3	71.5	
Gap		***-22.4***	***-23.9***	***-20.3***	***-2.1***
White		89.3	90.2	91.8	
Gap		***-20.1***	***-21.9***	***-22.8***	***2.7***
Hispanic		69.2	68.3	69.0	
North Carolina	8				
African American		63.8	64.1	68.3	
Gap		***-23.1***	***-23.4***	***-21.0***	***-2.1***
White		86.9	87.5	89.3	
Gap		***-22.2***	***-21.4***	***-19.6***	***-2.6***
Hispanic		64.7	66.1	69.7	

Assessment data are not comparable to data in other states.

Greensboro
NC End-of-Grade Test-Math
Percent At/Above Grade Level

	Grade	1998	1999	2000	Change in Gap
Greensboro	4				
African American		64.0	64.7	70.9	
Gap		***-24.2***	***-24.5***	***-21.1***	***-3.1***
White		88.2	89.2	92	
Gap		***-16.8***	***-15.1***	***-13.1***	***-3.7***
Hispanic		71.4	74.1	78.9	
North Carolina	4				
African American		62.7	68.2	70.7	
Gap		***-24.5***	***-21.4***	***-20.4***	***-4.1***
White		87.2	89.6	91.1	
Gap		***-16.8***	***-12.7***	***-11.2***	***-5.6***
Hispanic		70.4	76.9	79.9	
Greensboro	8				
African American		55.0	55.0	60.5	
Gap		***-29.4***	***-31.4***	***-28.7***	***-0.7***
White		84.4	86.4	89.2	
Gap		***-10.8***	***-13.1***	***-21.4***	***10.6***
Hispanic		73.6	73.3	67.8	
North Carolina	8				
African American		57.1	59.0	63.9	
Gap		***-27.8***	***-27.1***	***-24.4***	***-3.4***
White		84.9	86.1	88.3	
Gap		***-19.0***	***-20.1***	***-18.0***	***-1.0***
Hispanic		65.9	66.0	70.3	

Endnotes

1. The North Carolina Testing Program also consists of NC Grade 3 Pretests; NC Open-ended Assessment; NC Norm-referenced Testing Program; NC Competency Tests; NC End-of-Course Tests; and NC High School Competency Test.

2. Asterisk indicates that NCES data have been replaced with data provided by the school district.

3. Current Expenditures Per Pupil data for the 1998-99 school year are from the 1997 fiscal year.

4. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

Assessment data are not comparable to data in other states.

DISTRICT HILLSBOROUGH CO.
STATE FLORIDA

STATE READING AND MATH ASSESSMENTS

State Assessment [1]	Florida Comprehensive Achievement Test (FCAT)	First Year Reported [2]	1998
Grades Tested	4,5,8, & 10	How Reported	Scale Score & Percent Meeting Standard

Demographics	Hillsborough County		Florida	
	1995-96	1998-99	1995-96	1998-99
Number of Students	143,193	156,908	2,176,222	2,337,633
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	47.8	NA	43.9
Percent of Students with IEPs	12.9	13.5	13.4	14.6
Percent of Students in LEP Programs	NA	10.3	NA	6.3
Percent African American	24.0	24.3	25.3	25.5
Percent Hispanic	16.8	19.1	15.3	17.2
Percent White	57.0	54.1	57.5	55.3
Percent Other	2.2	2.5	2.0	2.1
Number of FTE Teachers	8,492	9,373	114,938	126,796
Student-Teacher Ratio	16.9	16.7	18.9	18.4
Number of Schools	172	200	2,760	3,044
Current Expenditures Per Pupil [3]	$5,217	$5,220	$5,275	$5,522

Hillsborough County as a Percentage of Florida's Public Schools	1995-96	1998-99
Percent of Students	6.6	6.7
Percent of FRPL	NA	7.3
Percent of IEPs	6.3	6.2
Percent of LEPs	NA	10.8
Percent of Schools	6.2	6.6
Percent of Teachers	7.4	7.4
Percent of State Revenue [4]	7.6	8.0

Hillsborough County
Florida Comprehensive Assessment Test (FCAT)[5]
Mean Scale Scores[6]

	Grade	1998	1999	2000	Annualized Change
Reading					
Hillsborough	4	294	289	297	1.5
Florida	4	294	288	293	-0.5
Hillsborough	8	296	296	293	-1.5
Florida	8	298	295	290	-4.0
Hillsborough	10	300	308	306	3.0
Florida	10	299	302	298	-0.5
Math					
Hillsborough	5	305	308	321	8.0
Florida	5	300	303	314	7.0
Hillsborough	8	297	302	314	8.5
Florida	8	299	296	303	2.0
Hillsborough	10	309	319	321	6.0
Florida	10	302	308	311	4.5

Hillsborough County
High School Competency Test (HSCT)[7]
Percent Meeting Graduation Requirements

	Grade	1999	2000	Annualized Change
Communications/Reading				
Hillsborough	11	84	81	-3.0
Florida	11	77	75	-2.0
Math				
Hillsborough	11	85	83	-2.0
Florida	11	74	76	2.0

Assessment data are not comparable to data in other states.

Hillsborough County
FCAT Norm-Referenced Test-SAT/9
Mean Scale Scores[8]

	Grade	1998	1999	2000	Annualized Change
Reading					
Hillsborough	3	NA	NA	618	NA
Florida	3	NA	NA	616	NA
Hillsborough	4	NA	NA	643	NA
Florida	4	NA	NA	640	NA
Hillsborough	5	NA	NA	651	NA
Florida	5	NA	NA	647	NA
Hillsborough	6	NA	NA	659	NA
Florida	6	NA	NA	656	NA
Hillsborough	7	NA	NA	674	NA
Florida	7	NA	NA	671	NA
Hillsborough	8	NA	NA	693	NA
Florida	8	NA	NA	691	NA
Hillsborough	9	NA	NA	685	NA
Florida	9	NA	NA	683	NA
Hillsborough	10	NA	NA	688	NA
Florida	10	NA	NA	683	NA
Math					
Hillsborough	3	NA	NA	617	NA
Florida	3	NA	NA	612	NA
Hillsborough	4	NA	NA	629	NA
Florida	4	NA	NA	626	NA
Hillsborough	5	NA	NA	658	NA
Florida	5	NA	NA	654	NA
Hillsborough	6	NA	NA	661	NA
Florida	6	NA	NA	655	NA
Hillsborough	7	NA	NA	674	NA
Florida	7	NA	NA	668	NA
Hillsborough	8	NA	NA	687	NA
Florida	8	NA	NA	680	NA
Hillsborough	9	NA	NA	697	NA
Florida	9	NA	NA	693	NA
Hillsborough	10	NA	NA	706	NA
Florida	10	NA	NA	701	NA

Assessment data are not comparable to data in other states.

Hillsborough County
FCAT-Reading
Percent Level 3 and Above

	Grade	1998	1999	2000	Change in Gap
Hillsborough	Elementary				
African American		22	26	34	
Gap		*-42*	*-41*	*-40*	*-2*
White		64	67	74	
Gap		*-27*	*-27*	*-25*	*-2*
Hispanic		37	40	49	
Florida	Elementary				
African American		23	26	32	
Gap		*-42*	*-41*	*-39*	*-3*
White		65	67	71	
Gap		*-27*	*-26*	*-23*	*-4*
Hispanic		38	41	48	
Hillsborough	Middle				
African American		20	26	22	
Gap		*-33*	*-37*	*-38*	*5*
White		53	63	60	
Gap		*-23*	*-27*	*-30*	*7*
Hispanic		30	36	30	
Florida	Middle				
African American		21	24	20	
Gap		*-34*	*-37*	*-38*	*4*
White		55	61	58	
Gap		*-22*	*-24*	*-23*	*1*
Hispanic		33	37	35	
Hillsborough	High				
African American		13	15	15	
Gap		*-24*	*-31*	*-30*	*6*
White		37	46	45	
Gap		*-19*	*-21*	*-18*	*-1*
Hispanic		18	25	27	
Florida	High				
African American		12	13	13	
Gap		*-26*	*-29*	*-27*	*1*
White		38	42	40	
Gap		*-18*	*-19*	*-18*	*0*
Hispanic		20	23	22	

Assessment data are not comparable to data in other states.

Hillsborough County
FCAT-Math
Percent Level 3 and Above

	Grade	1998	1999	2000	Change in Gap
Hillsborough	Elementary				
African American		12	17	29	
Gap		*-36*	*-41*	*-40*	*4*
White		48	58	69	
Gap		*-25*	*-25*	*-21*	*-4*
Hispanic		23	33	48	
Florida	Elementary				
African American		10	15	26	
Gap		*-34*	*-36*	*-37*	*3*
White		44	51	63	
Gap		*-22*	*-22*	*-19*	*-3*
Hispanic		22	29	44	
Hillsborough	Middle				
African American		18	27	38	
Gap		*-38*	*-40*	*-39*	*1*
White		56	67	77	
Gap		*-24*	*-26*	*-26*	*2*
Hispanic		32	41	51	
Florida	Middle				
African American		19	21	30	
Gap		*-40*	*-43*	*-41*	*1*
White		59	64	71	
Gap		*-25*	*-26*	*-24*	*-1*
Hispanic		34	38	47	
Hillsborough	High				
African American		17	31	31	
Gap		*-42*	*-40*	*-44*	*2*
White		59	71	75	
Gap		*-25*	*-23*	*-22*	*-3*
Hispanic		34	48	53	
Florida	High				
African American		15	22	26	
Gap		*-39*	*-41*	*-44*	*5*
White		54	63	70	
Gap		*-24*	*-25*	*-26*	*2*
Hispanic		30	38	44	

Endnotes

1. Florida also requires the High School Competency Test (HSCT).

2. The HSCT was first administered in 1995 but changed in 1999.

3. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

4. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

5. All students were included in the FCAT Summary reports for the first time in 2000. The Florida Department of Education recomputed and included all students in its 1999 data. Data for 1998 were not recomputed, however, and include only standard curriculum students. This difference in reporting inflates the results for 1998, but affects state scores the same way it affects district scores.

6. The scale score on the FCAT ranges from 100 to 500.

7. Beginning in 1999, students who performed well in the 10th grade on FCAT were exempt from taking the HSCT. The results presented for the HSCT, therefore, reflect the percent meeting the high school assessment requirement, i.e., students earning exemptions plus students passing HSCT.

8. The scale score on the SAT/9 ranges from 200 to 900.

DISTRICT **HOUSTON**
STATE **TEXAS**

STATE READING AND MATH ASSESSMENTS

State Assessment	Texas Assessment of Academic Skills (TAAS)	First Year Reported	1994
Grades Tested	3-8 & 10	How Reported	Percent Passing

Demographics [1]	Houston		Texas	
	1995-96	1998-99	1995-96	1998-99
Number of Students	206,704	210,179	3,740,260*	3,945,367
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	66.6	NA	48.5*
Percent of Students with IEPs	9.9*	10.5*	11.5*	12.1*
Percent of Students in LEP Programs	27.2*	25.1	12.8*	13.5*
Percent African American	34.9	33.8	14.3	14.4
Percent Hispanic	50.8	52.9	36.7	38.6
Percent White	11.5	10.5	46.4	44.1
Percent Other	2.8	2.9	2.6	3.8
Number of FTE Teachers	11,935	11,682	240,371	259,739
Student-Teacher Ratio	17.3	18.0	15.6	15.2
Number of Schools	258*	273*	6,638	7,228
Current Expenditures Per Pupil [2]	$4,987	$5,114	$5,016	$5,444

Houston as a Percentage of Texas' Public Schools	1995-96	1998-99
Percent of Students	5.5	5.3
Percent of FRPL	NA	7.8
Percent of IEPs	4.8	4.6
Percent of LEPs	1.7	9.9
Percent of Schools	3.9	3.8
Percent of Teachers	5.0	4.5
Percent of State Revenue [3]	3.4	3.5

Houston
Texas Assessment of Academic Skills (TAAS) [4]
Percent Passing

	Grade	1994	1995	1996	1997	1998	1999	2000	Annualized Change
Reading									
Houston	3	72.4	75.0	79.6	79.4	84.1	78.8	84.2	2.0
Texas	3	77.9	79.5	80.5	81.5	83.7	88.0	87.9	1.7
Houston	4	71.2	74.4	78.1	82.0	74.0	76.6	89.4	3.0
Texas	4	75.5	80.1	78.3	82.5	86.7	88.8	89.9	2.4
Houston	5	71.2	76.3	82.9	84.6	87.3	76.9	83.8	2.1
Texas	5	77.5	79.3	83.0	84.8	85.0	86.4	87.8	1.7
Houston	6	59.4	68.5	65.5	73.9	73.5	71.3	74.5	2.5
Texas	6	74.1	78.9	78.4	84.6	82.3	84.9	86.0	2.0
Houston	7	59.1	65.3	72.5	74.9	73.9	72.2	72.9	2.3
Texas	7	75.9	78.7	82.6	84.5	82.2	83.6	83.5	1.3
Houston	8	61.4	61.8	64.7	75.0	74.5	79.1	84.3	3.8
Texas	8	77.2	75.5	78.3	83.9	81.8	88.2	89.6	2.1
Houston	10	65.7	63.9	71.1	79.7	81.2	82.8	85.9	3.4
Texas	10	77.7	76.4	81.9	86.1	86.0	88.8	90.3	2.1
Math									
Houston	3	56.9	64.7	74.7	76.1	75.8	66.9	71.8	2.5
Texas	3	63.0	73.3	76.7	81.7	81.0	83.1	80.6	2.9
Houston	4	52.6	61.9	78.0	77.7	81.7	75.4	82.7	5.0
Texas	4	59.4	71.1	78.5	82.6	86.3	87.6	87.1	4.6
Houston	5	57.0	65.7	76.9	84.1	86.2	81.7	88.9	5.3
Texas	5	62.6	72.6	79.0	86.2	89.6	90.1	92.1	4.9
Houston	6	46.9	47.8	65.7	70.0	73.8	72.1	77.2	5.1
Texas	6	61.1	64.6	77.8	81.8	86.1	86.9	88.5	4.6
Houston	7	42.7	41.7	56.1	67.1	70.1	71.9	78.5	6.0
Texas	7	59.7	62.3	71.5	79.7	83.7	84.9	88.1	4.7
Houston	8	40.6	35.7	53.3	63.1	71.0	75.1	83.1	7.1
Texas	8	58.6	57.3	69.0	76.3	83.8	86.3	90.2	5.3
Houston	10	47.6	45.1	53.3	60.7	69.2	76.0	82.3	5.8
Texas	10	58.4	60.2	66.5	72.6	78.4	81.6	86.8	4.7

Assessment data are not comparable to data in other states.

Houston
TAAS-Reading
Percent Passing

	Grade	1994	1995	1996	1997	1998	1999	2000	Change in Gap
Houston	4								
African American		64.5	67.3	73.9	77.1	86.6	77.1	86.5	
Gap		***-25.4***	***-25.6***	***-17.8***	***-17.8***	***-11.2***	***-18.6***	***-10.1***	***-15.3***
White		89.9	92.9	91.7	94.9	97.8	95.7	96.6	
Gap		***-20.9***	***-19.3***	***-16.3***	***-13.4***	***-8.2***	***-16.5***	***-7.5***	***-13.4***
Hispanic		69.0	73.6	75.4	81.5	89.6	79.2	89.1	
Texas	4								
African American		57.8	63.2	63.0	69.5	80.3	79.2	82.8	
Gap		***-27.4***	***-25.5***	***-23.8***	***-20.7***	***-14.7***	***-15.1***	***-12.3***	***-15.1***
White		85.2	88.7	86.8	90.2	95.0	94.3	95.1	
Gap		***-19.2***	***-16.3***	***-16.5***	***-14.7***	***-9.7***	***-9.9***	***-9.3***	***-9.9***
Hispanic		66.0	72.4	70.3	75.5	85.3	84.4	85.8	
Houston	8								
African American		57.1	59.8	65.0	75.0	76.9	79.7	85.9	
Gap		***-32.2***	***-32.3***	***-29.2***	***-20.6***	***-19.4***	***-15.7***	***-11.2***	***-21.0***
White		89.3	92.1	94.2	95.6	96.3	95.4	97.1	
Gap		***-34.6***	***-37.8***	***-37.0***	***-26.3***	***-25.8***	***-20.7***	***-17.0***	***-17.6***
Hispanic		54.7	54.3	57.2	69.3	70.5	74.7	80.1	
Texas	8								
African American		60.9	59.7	63.6	74.0	76.2	81.8	83.6	
Gap		***-27.8***	***-27.4***	***-26.2***	***-19.0***	***-18.0***	***-12.2***	***-11.5***	***-16.3***
White		88.7	87.1	89.8	93.0	94.2	94.0	95.1	
Gap		***-24.6***	***-24.4***	***-23.9***	***-18.8***	***-18.4***	***-12.1***	***-11.1***	***-13.5***
Hispanic		64.1	62.7	65.9	74.2	75.8	81.9	84.0	
Houston	10								
African American		63.4	61.2	71.8	83.5	84.9	86.4	88.6	
Gap		***-28.0***	***-31.9***	***-21.8***	***-12.2***	***-12.2***	***-10.7***	***-9.2***	***-18.8***
White		91.4	93.1	93.6	95.7	97.1	97.1	97.8	
Gap		***-34.2***	***-39.0***	***-26.4***	***-25.2***	***-22.1***	***-21.0***	***-18.3***	***-15.9***
Hispanic		57.2	54.1	67.2	70.5	75.0	76.1	79.5	
Texas	10								
African American		62.9	60.5	71.3	78.9	81.5	83.1	85.9	
Gap		***-26.2***	***-27.7***	***-20.4***	***-15.5***	***-13.9***	***-12.4***	***-10.2***	***-16.0***
White		89.1	88.2	91.7	94.4	95.4	95.5	96.1	
Gap		***-25.6***	***-25.4***	***-22.0***	***-18.7***	***-15.4***	***-15.0***	***-13.0***	***-12.6***
Hispanic		63.5	62.8	69.7	75.7	80.0	80.5	83.1	

Houston
TAAS-Math
Percent Passing

	Grade	1994	1995	1996	1997	1998	1999	2000	Change in Gap
Houston	4								
African American		42.2	51.2	71.3	69.5	77.9	66.8	75.1	
Gap		***-35.5***	***-35.2***	***-20.1***	***-25.2***	***-17.8***	***-26.0***	***-20.1***	***-15.4***
White		77.7	86.4	91.4	94.7	95.7	92.8	95.2	
Gap		***-27.6***	***-24.2***	***-13.1***	***-15.6***	***-9.7***	***-16.0***	***-10.3***	***-17.3***
Hispanic		50.1	62.2	78.3	79.1	86.0	76.8	84.9	
Texas	4								
African American		38.0	49.5	60.7	66.3	73.3	74.1	75.7	
Gap		***-32.4***	***-32.1***	***-26.1***	***-23.9***	***-18.8***	***-19.0***	***-17.7***	***-14.7***
White		70.4	81.6	86.8	90.2	92.1	93.1	93.4	
Gap		***-21.6***	***-20.1***	***-15.1***	***-13.1***	***-9.7***	***-8.5***	***-10.3***	***-11.3***
Hispanic		48.8	61.5	71.7	77.1	82.4	84.6	83.1	
Houston	8								
African American		30.2	28.4	47.0	58.8	68.3	69.3	79.8	
Gap		***-47.9***	***-50.2***	***-39.9***	***-32.2***	***-24.3***	***-24.0***	***-15.3***	***-32.6***
White		78.1	78.6	86.9	91	92.6	93.3	95.1	
Gap		***-43.3***	***-51.1***	***-39.5***	***-33.4***	***-22.6***	***-19.6***	***-13.2***	***-30.1***
Hispanic		34.8	27.5	47.4	57.6	70.0	73.7	81.9	
Texas	8								
African American		34.2	32.6	47.4	58.8	71.6	74.7	81.8	
Gap		***-39.6***	***-41.4***	***-35.2***	***-29.1***	***-20.6***	***-18.2***	***-13.4***	***-26.2***
White		73.8	74.0	82.6	87.9	92.2	92.9	95.2	
Gap		***-31.6***	***-34.9***	***-27.2***	***-22.7***	***-16.4***	***-12.4***	***-9.1***	***-22.5***
Hispanic		42.2	39.1	55.4	65.2	75.8	80.5	86.1	
Houston	10								
African American		39.8	37.2	46.8	57.8	67.3	73.3	77.7	
Gap		***-37.4***	***-42.3***	***-36.5***	***-31.3***	***-23.6***	***-19.4***	***-17.5***	***-19.9***
White		77.2	79.5	83.3	89.1	90.9	92.7	95.2	
Gap		***-37.5***	***-44.3***	***-37.2***	***-37.5***	***-27.3***	***-21.0***	***-15.3***	***-22.2***
Hispanic		39.7	35.2	46.1	51.6	63.6	71.7	79.9	
Texas	10								
African American		34.6	37.1	45.1	54.0	61.8	67.4	75.0	
Gap		***-37.3***	***-37.6***	***-33.9***	***-30.9***	***-26.7***	***-22.4***	***-18.2***	***-19.1***
White		71.9	74.7	79.0	84.9	88.5	89.8	93.2	
Gap		***-29.3***	***-31.2***	***-25.9***	***-25.7***	***-20.5***	***-16.1***	***-12.4***	***-16.9***
Hispanic		42.6	43.5	53.1	59.2	68.0	73.7	80.8	

Endnotes

1. Asterisk indicates that NCES data have been replaced with data provided by the school district.

2. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

3. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

4. Texas reported TAAS results for only non-Special Education students from 1994 through 1998, using the English language version of the test. Since 1999, state data include results for both non-Special Education and Special Education students, as well as those who take the Spanish language versions of the TAAS.

Assessment data are not comparable to data in other states.

DISTRICT INDIANAPOLIS
STATE INDIANA

STATE READING AND MATH ASSESSMENTS

State Assessment	Indiana Statewide Testing for Educational Progress	First Year Reported	1997
Grades Tested	3,6,8, & 10	How Reported	Performance Level

Demographics	Indianapolis		Indiana	
	1995-96	1998-99	1995-96	1998-99
Number of Students	44,896	42,081	977,263	988,092
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	63.4	NA	27.4
Percent of Students with IEPs	17.4	17.4	14.0	14.7
Percent of Students in LEP Programs	NA	2.3	NA	2.5
Percent African American	57.2	59.2	11.1	11.4
Percent Hispanic	1.4	2.9	2.3	2.8
Percent White	40.6	37.2	85.6	84.7
Percent Other	0.8	0.8	1.0	1.1
Number of FTE Teachers	2,796	2,752	55,281	58,084
Student-Teacher Ratio	16.1	15.3	17.5	17.0
Number of Schools	95	87	1,924	1,886
Current Expenditures Per Pupil [1]	$6,252	$7,455	$5,621	$6,318

Indianapolis as a Percentage of Indiana's Public Schools	1995-96	1998-99
Percent of Students	4.6	4.3
Percent of Free Lunch Eligible	NA	9.9
Percent of IEPs	5.7	5.0
Percent of LEPs	NA	3.9
Percent of Schools	4.9	4.6
Percent of Teachers	5.0	4.7
Percent of State Revenue [2]	6.0	5.7

Indianapolis
Indiana Statewide Testing for Educational Progress (ISTEP) CRT [3]
Percent Above Academic Standard

	Grade	1997	1998	1999	2000	Annualized Change
English/Language Arts						
Indianapolis	3	45.0	45.0	51.0	44.0	-0.3
Indiana	3	68.0	68.0	68.0	63.0	-1.7
Indianapolis	6	28.0	28.0	29.0	21.0	-2.3
Indiana	6	61.0	59.0	56.0	52.0	-3.0
Indianapolis	8	38.0	38.0	39.0	38.0	0.0
Indiana	8	73.0	70.0	68.0	68.0	-1.7
Indianapolis	10	42.0	44.0	39.0	37.0	-1.7
Indiana	10	70.0	72.0	70.0	69.0	-0.3
Math						
Indianapolis	3	45.0	42.0	56.0	55.0	3.3
Indiana	3	70.0	70.0	73.0	70.0	0.0
Indianapolis	6	25.0	27.0	33.0	30.0	1.7
Indiana	6	59.0	59.0	61.0	62.0	1.0
Indianapolis	8	24.0	27.0	32.0	30.0	2.0
Indiana	8	65.0	63.0	63.0	64.0	-0.3
Indianapolis	10	25.0	29.0	31.0	35.0	3.0
Indiana	10	58.0	59.0	63.0	67.0	2.5

Assessment data are not comparable to data in other states.

Indianapolis
Indiana Statewide Testing for Educational Progress (ISTEP)-CTBS/5 [4]
Median NCE's

	Grade	1997	1998	1999	2000	Annualized Change
Reading						
Indianapolis	3	48.3	46.2	49.1	49.8	0.5
Indiana	3	58.8	56.7	57.4	57.7	-0.4
Indianapolis	6	39.8	42.5	45.1	43.4	1.2
Indiana	6	56.4	57.3	57.3	56.9	0.2
Indianapolis	8	39.6	43.2	44.0	44.8	1.7
Indiana	8	57.4	57.5	57.8	58.0	0.2
Indianapolis	10	43.7	41.0	41.0	NA	-1.4
Indiana	10	59.1	59.1	59.2	NA	0.1
Math						
Indianapolis	3	49.6	50.6	56.6	60.2	3.5
Indiana	3	58.9	62.5	64.1	63.4	1.5
Indianapolis	6	46.1	45.7	48.7	47.7	0.5
Indiana	6	56.2	57.9	59.6	60.2	1.3
Indianapolis	8	38.3	42.7	46.6	47.9	3.2
Indiana	8	55.3	55.8	57.4	59.0	1.2
Indianapolis	10	43.2	42.7	47.0	NA	1.9
Indiana	10	58.4	61.0	61.0	NA	1.3

Endnotes

1. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

2. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

3. The ISTEP is administered in the Fall.

4. The CTBS/5 is the norm-referenced component of the ISTEP. Grade 10 scores have not been reported yet for the 2000-01 school year.

Assessment data are not comparable to data in other states.

DISTRICT	**JEFFERSON COUNTY**
STATE	**KENTUCKY**

STATE READING AND MATH ASSESSMENTS

State Assessment [1]	Commonwealth Accountability Testing System (CATS)	First Year Reported	1997
Grades Tested	3-11	How Reported	National Percentile & Academic Index

Demographics [2]	Jefferson County		Kentucky	
	1995-96	1998-99	1995-96	1998-99
Number of Students	93,447*	93,662*	659,821	655,687
Percent Free & Reduced Price Lunch Eligible (FRPL)	47.7*	49.6*	NA	46.0
Percent of Students with IEPs	NA	13.4*	NA	13.4
Percent of Students in LEP Programs	NA	NA	NA	NA
Percent African American	32.2*	33.6*	9.8	10.0
Percent Hispanic	0.6*	1.1*	0.4	0.6
Percent White	65.2	62.6	89.1	85.0
Percent Other	1.9	3.0	0.7	0.5
Number of FTE Teachers	5,709*	5,684*	39,120	40,803
Student-Teacher Ratio	18.1	17.1	16.9	16.1
Number of Schools	150	151	1,402	1,346
Current Expenditures Per Pupil [3]	$5,565	$6,330	$4,807	$5,213

Jefferson County as a Percentage of Kentucky's Public Schools	1995-96	1998-99
Percent of Students	14.1	14.2
Percent of FRPL	NA	15.4
Percent of IEPs	NA	14.3
Percent of LEPs	NA	NA
Percent of Schools	10.7	11.2
Percent of Teachers	14.6	13.9
Percent of State Revenue [4]	12.3	11.7

Jefferson County
CTBS/5
National Percentiles [5]

	Grade [6]	1997	1998	1999	2000	Annualized Change in NCEs
Reading						
Jefferson	EP	43	43	46	47	0.7
Kentucky	EP	49	50	51	55	1.0
Jefferson	6	45	46	45	46	0.2
Kentucky	6	53	53	52	53	0.0
Jefferson	9	51	52	48	49	-0.3
Kentucky	9	52	51	51	52	0.0
Math						
Jefferson	EP	43	41	46	47	0.7
Kentucky	EP	49	48	51	55	1.0
Jefferson	6	42	43	42	43	0.2
Kentucky	6	49	49	49	50	0.2
Jefferson	9	44	44	43	43	-0.2
Kentucky	9	44	45	46	47	0.5

Jefferson County
Kentucky Core Content Tests
Academic Index [7]

	Grade	1997	1998	1999	2000	Annualized Change
Reading						
Jefferson	4	NA	NA	72.4	72.6	0.2
Kentucky	4	NA	NA	76.4	76.9	0.5
Jefferson	7	NA	NA	62.9	63.0	0.1
Kentucky	7	NA	NA	67.6	67.7	0.1
Jefferson	10	NA	NA	64.4	68.6	4.2
Kentucky	10	NA	NA	66.6	69.9	3.3
Math						
Jefferson	5	NA	NA	62.3	64.2	1.9
Kentucky	5	NA	NA	64.1	67.1	3.0
Jefferson	8	NA	NA	59.5	61.1	1.6
Kentucky	8	NA	NA	67.1	70.6	3.5
Jefferson	11	NA	NA	67.2	66.2	-1.0
Kentucky	11	NA	NA	67.3	68.3	1.0

Endnotes

1. The Kentucky state assessment program includes the CTBS-5 and the Kentucky Core Content Tests.

2. Asterisk indicates that NCES data have been replaced with data provided by the school district.

3. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

4. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

5. Annualized change indices are presented in Normal Curve Equivalents.

6. EP refers to "Entering Primary". This grade level includes mostly grade 3 students.

7. The scale score on the Academic Index ranges from 0 to 140. A score of 100 is considered proficient.

Assessment data are not comparable to data in other states.

DISTRICT	**LONG BEACH**
STATE	**CALIFORNIA**

STATE READING AND MATH ASSESSMENTS

State Assessment	Stanford Achievement Test, Ninth Edition (SAT/9)	First Year Reported	1998
Grades Tested	3-11	How Reported	Mean Scale Score

Demographics [1]	**Long Beach**		**California**	
	1995-96	**1998-99**	**1995-96**	**1998-99**
Number of Students	80,520	89,214	5,536,406	5,925,964
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	68.5	NA	46.8
Percent of Students with IEPs	8.2	8.2	10.5	10.9
Percent of Students in LEP Programs	36.1*	35.0	NA	23.6
Percent African American	21.1	20.3	8.8	8.6
Percent Hispanic	37.4	42.0	38.7	40.7
Percent White	20.6	18.9	40.4	37.3
Percent Other	20.8	18.8	12.1	11.7
Number of FTE Teachers	3,249	3,745	230,849	281,686
Student-Teacher Ratio	24.8	23.8	24.0	21.0
Number of Schools	82	86	7,876	8,334
Current Expenditures Per Pupil [2]	$4,771	$4,983	$4,937	$5,644

Long Beach as a Percentage of California's Public Schools	**1995-96**	**1998-99**
Percent of Students	1.5	1.5
Percent of FRPL	NA	2.2
Percent of IEPs	1.1	1.1
Percent of LEPs	NA	2.2
Percent of Schools	1.0	1.0
Percent of Teachers	1.4	1.3
Percent of State Revenue [3]	1.5	1.5

Long Beach [4]
SAT/9
Mean Scale Scores [5]

	Grade	1998	1999	2000	Annualized Change
Reading					
Long Beach	3	589.0	595.6	600.4	5.7
California	3	600.2	604.3	608.5	4.2
Long Beach	4	615.1	620.4	621.6	3.3
California	4	627.3	629.7	633.1	2.9
Long Beach	5	634.1	636.4	636.8	1.4
California	5	643.8	645.2	647.1	1.7
Long Beach	6	645.5	647.4	648.5	1.5
California	6	656.2	658.1	659.7	1.8
Long Beach	7	661.8	661.8	663.0	0.6
California	7	671.3	672.4	674.4	1.6
Long Beach	8	677.2	676.8	677.8	0.3
California	8	684.9	686.3	687.9	1.5
Long Beach	9	679.6	679.5	681.4	0.9
California	9	684.2	684.5	685.9	0.8
Long Beach	10	685.0	684.7	685.9	0.4
California	10	689.7	690.0	691.2	0.8
Long Beach	11	693.0	692.4	692.8	-0.1
California	11	697.4	696.9	697.9	0.3
Math					
Long Beach	3	586.7	597.1	604.5	8.9
California	3	590.7	598.4	606.5	7.9
Long Beach	4	605.9	613.9	618.9	6.5
California	4	614.2	619.0	625.7	5.8
Long Beach	5	632.0	636.3	640.0	4.0
California	5	638.6	642.4	647.8	4.6
Long Beach	6	645.7	650.3	655.5	4.9
California	6	656.3	660.5	664.8	4.3
Long Beach	7	658.1	662.2	665.2	3.6
California	7	667.8	670.3	673.4	2.8
Long Beach	8	668.7	671.2	673.6	2.4
California	8	676.6	679.5	681.9	2.6
Long Beach	9	687.0	686.7	692.3	2.7
California	9	688.4	689.9	692.4	2.0
Long Beach	10	691.8	692.2	697.7	3.0
California	10	694.9	696.9	698.2	1.7
Long Beach	11	695.4	697.1	701.2	2.9
California	11	699.9	702.2	704.0	2.1

Assessment data are not comparable to data in other states.

Long Beach
SAT/9-Reading
Mean Scale Scores

	Grade	1998	1999	2000	Change in Gap
Long Beach	4				
African American		607.7	615.0	613.9	
Gap		***-45.2***	***-37.3***	***-41.7***	***-3.5***
White		652.9	652.3	655.6	
Gap		***-53.5***	***-46.2***	***-46.6***	***-6.9***
Hispanic		599.4	606.1	609.0	
California	4				
African American		610.9	614.8	619.3	
Gap		***-38.9***	***-37.5***	***-36.6***	***-2.3***
White		649.8	652.3	655.9	
Gap		***-44.9***	***-43.9***	***-43.0***	***-1.9***
Hispanic		604.9	608.4	612.9	
Long Beach	8				
African American		671.3	669.3	671.8	
Gap		***-34.4***	***-34.4***	***-35.1***	***0.7***
White		705.7	703.7	706.9	
Gap		***-42.4***	***-38.5***	***-40.2***	***-2.2***
Hispanic		663.3	665.2	666.7	
California	8				
African American		671.3	672.8	675.0	
Gap		***-31.5***	***-30.9***	***-30.1***	***-1.4***
White		702.8	703.7	705.1	
Gap		***-36.2***	***-34.9***	***-34.3***	***-1.9***
Hispanic		666.6	668.8	670.8	
Long Beach	10				
African American		677.0	675.2	679.0	
Gap		***-34.7***	***-30.6***	***-31.5***	***-3.2***
White		711.7	705.8	710.5	
Gap		***-40.4***	***-32.9***	***-37.4***	***-3.0***
Hispanic		671.3	672.9	673.1	
California	10				
African American		676.8	676.7	677.7	
Gap		***-29.4***	***-29.1***	***-29.3***	***-0.1***
White		706.2	705.8	707.0	
Gap		***-33.4***	***-32.2***	***-36.2***	***2.8***
Hispanic		672.8	673.6	670.8	

Assessment data are not comparable to data in other states.

Long Beach
SAT/9-Math
Mean Scale Scores

	Grade	1998	1999	2000	Change in Gap
Long Beach	4				
African American		593.4	602.6	605.1	
Gap		*-41.0*	*-32.6*	*-39.2*	*-1.8*
White		634.4	635.2	644.3	
Gap		*-39.2*	*-31.2*	*-33.6*	*-5.6*
Hispanic		595.2	604.0	610.7	
California	4				
African American		595.5	600.5	607.3	
Gap		*-34.7*	*-34.7*	*-35.3*	*0.6*
White		630.2	635.2	642.6	
Gap		*-32.7*	*-32.1*	*-32.5*	*-0.2*
Hispanic		597.5	603.1	610.1	
Long Beach	8				
African American		657.4	659.4	662.4	
Gap		*-32.4*	*-34.1*	*-34.9*	*2.5*
White		689.8	693.5	697.3	
Gap		*-32.2*	*-32.8*	*-33.3*	*1.1*
Hispanic		657.6	660.7	664.0	
California	8				
African American		595.5	600.5	607.3	
Gap		*-95.1*	*-93.0*	*-88.9*	*-6.2*
White		690.6	693.5	696.2	
Gap		*-31.3*	*-30.9*	*-31.1*	*-0.2*
Hispanic		659.3	662.6	665.1	
Long Beach	10				
African American		681.1	678.7	685.3	
Gap		*-27.8*	*-28.2*	*-30.1*	*2.3*
White		708.9	706.9	715.4	
Gap		*-27.0*	*-23.9*	*-26.9*	*-0.1*
Hispanic		681.9	683.0	688.5	
California	10				
African American		679.5	680.3	681.3	
Gap		*-25.6*	*-26.6*	*-26.9*	*1.3*
White		705.1	706.9	708.2	
Gap		*-24.4*	*-24.1*	*-24.2*	*-0.2*
Hispanic		680.7	682.8	684.0	

Endnotes

1. Asterisk indicates that NCES data have been replaced with data provided by the school district.

2. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

3. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

4. Only one school in the district tested fewer than 95% of its students in 1999 and 2000, including students with parent exemptions.

5. The scale score on the SAT/9 ranges from 200 to 900.

Assessment data are not comparable to data in other states.

DISTRICT	**LOS ANGELES**
STATE	**CALIFORNIA**

STATE READING AND MATH ASSESSMENTS

State Assessment	Stanford Achievement Test, Ninth Edition (SAT/9)	First Year Reported	1998
Grades Tested	3-11	How Reported	Mean Scale Score

Demographics	Los Angeles		California	
	1995-96	1998-99	1995-96	1998-99
Number of Students	647,612	695,885	5,536,406	5,925,964
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	73.2	NA	46.8
Percent of Students with IEPs	10.1	11.7	10.5	10.9
Percent of Students in LEP Programs	NA	44.9	NA	23.6
Percent African American	14.3	13.6	8.8	8.6
Percent Hispanic	67.3	69.1	38.7	40.7
Percent White	11.3	10.5	40.4	37.3
Percent Other	7.2	6.8	12.1	11.7
Number of FTE Teachers	26,438	33,022	230,849	281,686
Student-Teacher Ratio	24.5	21.1	24.0	21.0
Number of Schools	642	650	7,876	8,334
Current Expenditures Per Pupil [1]	$5,393	$5,558	$4,937	$5,644

Los Angeles as a Percentage of California's Public Schools	1995-96	1998-99
Percent of Students	11.7	11.7
Percent of FRPL	NA	18.4
Percent of IEPs	11.2	12.5
Percent of LEPs	NA	22.3
Percent of Schools	8.2	7.8
Percent of Teachers	11.5	11.7
Percent of State Revenue [2]	15.0	14.2

Los Angeles
SAT/9
Mean Scale Scores [3]

	Grade	1998	1999	2000	Annualized Change
Reading					
Los Angeles	3	581.6	584.4	590.4	4.4
California	3	600.2	604.3	608.5	4.2
Los Angeles	4	605.0	610.0	615.5	5.3
California	4	627.3	629.7	633.1	2.9
Los Angeles	5	626.5	628.4	631.6	2.6
California	5	643.8	645.2	647.1	1.7
Los Angeles	6	637.3	640.9	642.9	2.8
California	6	656.2	658.1	659.7	1.8
Los Angeles	7	651.1	654.3	656.6	2.8
California	7	671.3	672.4	674.4	1.6
Los Angeles	8	667.4	670.2	672.2	2.4
California	8	684.9	686.3	687.9	1.5
Los Angeles	9	670.4	670.3	672.0	0.8
California	9	684.2	684.5	685.9	0.8
Los Angeles	10	678.4	679.5	680.3	0.9
California	10	689.7	690.0	691.2	0.8
Los Angeles	11	689.1	690.5	691.1	1.0
California	11	697.4	696.9	697.9	0.3
Math					
Los Angeles	3	578.9	584.4	591.3	6.2
California	3	590.7	598.4	606.5	7.9
Los Angeles	4	601.3	605.0	610.3	4.5
California	4	614.2	619.0	625.7	5.8
Los Angeles	5	625.1	628.6	632.7	3.8
California	5	638.6	642.4	647.8	4.6
Los Angeles	6	637.8	642.1	644.4	3.3
California	6	656.3	660.5	664.8	4.3
Los Angeles	7	652.0	655.1	656.5	2.3
California	7	667.8	670.3	673.4	2.8
Los Angeles	8	661.8	664.4	665.3	1.8
California	8	676.6	679.5	681.9	2.6
Los Angeles	9	676.2	677.3	678.7	1.3
California	9	688.4	689.9	692.4	2.0
Los Angeles	10	686.2	688.4	688.5	1.1
California	10	694.9	696.9	698.2	1.7
Los Angeles	11	692.0	695.3	696.3	2.1
California	11	699.9	702.2	704.0	2.1

Assessment data are not comparable to data in other states.

Los Angeles
SAT/9-Reading
Mean Scale Scores

	Grade	1998	1999	2000	Change in Gap
Los Angeles	4				
African American		605.7	608.7	614.6	
Gap		*-39.7*	*-42.1*	*-41.6*	*1.9*
White		645.4	650.8	656.2	
Gap		*-47.2*	*-50.1*	*-49.3*	*2.1*
Hispanic		598.2	600.7	606.9	
California	4				
African American		610.9	614.8	619.3	
Gap		*-38.9*	*-37.5*	*-36.6*	*-2.3*
White		649.8	652.3	655.9	
Gap		*-44.9*	*-43.9*	*-43.0*	*-1.9*
Hispanic		604.9	608.4	612.9	
Los Angeles	8				
African American		665.9	668.7	670.0	
Gap		*-32.9*	*-31.4*	*-32.4*	*-0.5*
White		698.8	700.1	702.4	
Gap		*-39.6*	*-37.6*	*-37.3*	*-2.3*
Hispanic		659.2	662.5	665.1	
California	8				
African American		671.3	672.8	675.0	
Gap		*-31.5*	*-30.9*	*-30.1*	*-1.4*
White		702.8	703.7	705.1	
Gap		*-36.2*	*-34.9*	*-34.3*	*-1.9*
Hispanic		666.6	668.8	670.8	
Los Angeles	10				
African American		675.6	676.9	677.6	
Gap		*-29.0*	*-28.0*	*-28.2*	*-0.8*
White		704.6	704.9	705.8	
Gap		*-33.2*	*-32.3*	*-32.2*	*-1.0*
Hispanic		671.4	672.6	673.6	
California	10				
African American		676.8	676.7	677.7	
Gap		*-29.4*	*-29.1*	*-29.3*	*-0.1*
White		706.2	705.8	707.0	
Gap		*-33.4*	*-32.2*	*-36.2*	*2.8*
Hispanic		672.8	673.6	670.8	

Assessment data are not comparable to data in other states.

Los Angeles **SAT/9-Math** **Mean Scale Scores**	Grade	1998	1999	2000	Change in Gap
Los Angeles	4				
African American		591.9	595.9	601.4	
Gap		***-38.5***	***-40.7***	***-41.5***	***3.0***
White		630.4	636.6	642.9	
Gap		***-35.8***	***-38.0***	***-38.2***	***2.4***
Hispanic		594.6	598.6	604.7	
California	4				
African American		595.5	600.5	607.3	
Gap		***-34.7***	***-34.7***	***-35.3***	***0.6***
White		630.2	635.2	642.6	
Gap		***-32.7***	***-32.1***	***-32.5***	***-0.2***
Hispanic		597.5	603.1	610.1	
Los Angeles	8				
African American		654.0	656.3	657.0	
Gap		***-35.9***	***-35.0***	***-35.1***	***-0.8***
White		689.9	691.3	692.1	
Gap		***-35.5***	***-33.7***	***-33.2***	***-2.3***
Hispanic		654.4	657.6	658.9	
California	8				
African American		595.5	600.5	607.3	
Gap		***-95.1***	***-93.0***	***-88.9***	***-6.2***
White		690.6	693.5	696.2	
Gap		***-31.3***	***-30.9***	***-31.1***	***-0.2***
Hispanic		659.3	662.6	665.1	
Los Angeles	10				
African American		677.3	679.7	680.1	
Gap		***-31.4***	***-30.0***	***-29.7***	***-1.7***
White		708.7	709.7	709.8	
Gap		***-28.8***	***-27.5***	***-27.3***	***-1.5***
Hispanic		679.9	682.2	682.5	
California	10				
African American		679.5	680.3	681.3	
Gap		***-25.6***	***-26.6***	***-26.9***	***1.3***
White		705.1	706.9	708.2	
Gap		***-24.4***	***-24.1***	***-24.2***	***-0.2***
Hispanic		680.7	682.8	684.0	

Endnotes

1. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

2. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

3. The scale score on the SAT/9 ranges from 200 to 900.

Assessment data are not comparable to data in other states.

DISTRICT	**MIAMI-DADE CO.**
STATE	**FLORIDA**

STATE READING AND MATH ASSESSMENTS

State Assessment [1]	Florida Comprehensive Achievement Test (FCAT)	First Year Reported [2]	1998
Grades Tested	4,5,8, & 10	How Reported	Scale Score & Percent Meeting Standard

Demographics [3]	Miami-Dade County		Florida	
	1995-96	1998-99	1995-96	1998-99
Number of Students	333,444*	352,595*	2,176,222	2,337,633
Percent Free & Reduced Price Lunch Eligible (FRPL)	58.5*	58.7	NA	43.9
Percent of Students with IEPs	9.4	10.8	13.4	14.6
Percent of Students in LEP Programs	16.0	14.1	NA	6.3
Percent African American	33.8	33.0	25.3	25.5
Percent Hispanic	50.6	52.8*	15.3	17.2
Percent White	14.2	12.4*	57.5	55.3
Percent Other	1.4	1.8*	2.0	2.1
Number of FTE Teachers	17,094	18,166	114,938	126,796
Student-Teacher Ratio	19.5	19.4	18.9	18.4
Number of Schools	303*	322*	2,760	3,044
Current Expenditures Per Pupil [4]	$5,745	$5,845	$5,275	$5,522

Miami-Dade County as a Percentage of Florida's Public Schools	1995-96	1998-99
Percent of Students	15.3	15.1
Percent of FRPL	NA	20.2
Percent of IEPs	10.8	11.1
Percent of LEPs	NA	32.9
Percent of Schools	11.0	10.6
Percent of Teachers	14.9	14.3
Percent of State Revenue [5]	18.4	18.1

Miami-Dade County
Florida Comprehensive Assessment Test (FCAT) [6]
Mean Scale Scores [7]

	Grade	1998	1999	2000	Annualized Change
Reading					
Miami-Dade	4	276	271	274	-1.0
Florida	4	294	288	293	-0.5
Miami-Dade	8	282	276	273	-4.5
Florida	8	298	295	290	-4.0
Miami-Dade	10	285	286	282	-1.5
Florida	10	299	302	298	-0.5
Math					
Miami-Dade	5	282	286	299	8.5
Florida	5	300	303	314	7.0
Miami-Dade	8	282	275	282	0.0
Florida	8	299	296	303	2.0
Miami-Dade	10	286	291	291	2.5
Florida	10	302	308	311	4.5

Miami-Dade County
High School Competency Test (HSCT) [8]
Percent Meeting Graduation Requirements

	Grade	1999	2000	Annualized Change
Communications/Reading				
Miami-Dade	11	65	62	-3.0
Florida	11	77	75	-2.0
Math				
Miami-Dade	11	61	65	4.0
Florida	11	74	76	2.0

Miami-Dade County
FCAT Norm-Referenced Test-SAT/9
Mean Scale Scores[9]

	Grade	1998	1999	2000	Annualized Change
Reading					
Miami-Dade	3	NA	NA	604	NA
Florida	3	NA	NA	616	NA
Miami-Dade	4	NA	NA	627	NA
Florida	4	NA	NA	640	NA
Miami-Dade	5	NA	NA	634	NA
Florida	5	NA	NA	647	NA
Miami-Dade	6	NA	NA	642	NA
Florida	6	NA	NA	656	NA
Miami-Dade	7	NA	NA	657	NA
Florida	7	NA	NA	671	NA
Miami-Dade	8	NA	NA	675	NA
Florida	8	NA	NA	691	NA
Miami-Dade	9	NA	NA	668	NA
Florida	9	NA	NA	683	NA
Miami-Dade	10	NA	NA	671	NA
Florida	10	NA	NA	683	NA
Math					
Miami-Dade	3	NA	NA	601	NA
Florida	3	NA	NA	612	NA
Miami-Dade	4	NA	NA	614	NA
Florida	4	NA	NA	626	NA
Miami-Dade	5	NA	NA	643	NA
Florida	5	NA	NA	654	NA
Miami-Dade	6	NA	NA	639	NA
Florida	6	NA	NA	655	NA
Miami-Dade	7	NA	NA	652	NA
Florida	7	NA	NA	668	NA
Miami-Dade	8	NA	NA	666	NA
Florida	8	NA	NA	680	NA
Miami-Dade	9	NA	NA	681	NA
Florida	9	NA	NA	693	NA
Miami-Dade	10	NA	NA	692	NA
Florida	10	NA	NA	701	NA

---

[9] *Assessment data are not comparable to data in other states.*

Miami-Dade County
FCAT-Reading
Percent Level 3 and Above

	Grade	1998	1999	2000	Change in Gap
Miami-Dade	Elementary				
African American		20	23	31	
Gap		***-44***	***-43***	***-40***	***-4***
White		64	66	71	
Gap		***-26***	***-24***	***-22***	***-4***
Hispanic		38	42	49	
Florida	Elementary				
African American		23	26	32	
Gap		***-42***	***-41***	***-39***	***-3***
White		65	67	71	
Gap		***-27***	***-26***	***-23***	***-4***
Hispanic		38	41	48	
Miami-Dade	Middle				
African American		18	20	19	
Gap		***-42***	***-44***	***-43***	***1***
White		60	64	62	
Gap		***-26***	***-26***	***-24***	***-2***
Hispanic		34	38	38	
Florida	Middle				
African American		21	24	20	
Gap		***-34***	***-37***	***-38***	***4***
White		55	61	58	
Gap		***-22***	***-24***	***-23***	***1***
Hispanic		33	37	35	
Miami-Dade	High				
African American		11	11	14	
Gap		***-37***	***-35***	***-33***	***-4***
White		48	46	47	
Gap		***-27***	***-24***	***-23***	***-4***
Hispanic		21	22	24	
Florida	High				
African American		12	13	13	
Gap		***-26***	***-29***	***-27***	***1***
White		38	42	40	
Gap		***-18***	***-19***	***-18***	***0***
Hispanic		20	23	22	

Assessment data are not comparable to data in other states.

Miami-Dade County
FCAT-Math
Percent Level 3 and Above

	Grade	1998	1999	2000	Change in Gap
Miami-Dade	Elementary				
African American		8	13	27	
Gap		*-37*	*-37*	*-37*	*0*
White		45	50	64	
Gap		*-23*	*-22*	*-18*	*-5*
Hispanic		22	28	46	
Florida	Elementary				
African American		10	15	26	
Gap		*-34*	*-36*	*-37*	*3*
White		44	51	63	
Gap		*-22*	*-22*	*-19*	*-3*
Hispanic		22	29	44	
Miami-Dade	Middle				
African American		17	16	26	
Gap		*-46*	*-47*	*-45*	*-1*
White		63	63	71	
Gap		*-29*	*-26*	*-23*	*-6*
Hispanic		34	37	48	
Florida	Middle				
African American		19	21	30	
Gap		*-40*	*-43*	*-41*	*1*
White		59	64	71	
Gap		*-25*	*-26*	*-24*	*-1*
Hispanic		34	38	47	
Miami-Dade	High				
African American		13	18	24	
Gap		*-51*	*-47*	*-49*	*-2*
White		64	65	73	
Gap		*-35*	*-30*	*-29*	*-6*
Hispanic		29	35	44	
Florida	High				
African American		15	22	26	
Gap		*-39*	*-41*	*-44*	*5*
White		54	63	70	
Gap		*-24*	*-25*	*-26*	*2*
Hispanic		30	38	44	

Endnotes

1. Florida also requires the High School Competency Test (HSCT).

2. The HSCT was first administered in 1995 but changed in 1999.

3. Asterisk indicates that NCES data have been replaced with data provided by the school district.

4. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

5. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

6. All students were included in the FCAT Summary reports for the first time in 2000. The Florida Department of Education recomputed and included all students in its 1999 data. Data for 1998 were not recomputed, however, and include only standard curriculum students. This difference in reporting inflates the results for 1998, but affects state scores the same way it affects district scores.

7. The scale score on the FCAT ranges from 100 to 500.

8. Beginning in 1999, students who performed well in the 10th grade on FCAT were exempt from taking the HSCT. The results presented for the HSCT, therefore, reflect the percent meeting the high school assessment requirement, i.e., students earning exemptions plus students passing HSCT.

9. The scale score on the SAT/9 ranges from 200 to 900.

DISTRICT **MILWAUKEE**
STATE **WISCONSIN**

STATE READING AND MATH ASSESSMENTS

State Assessment [1]	Wisconsin Knowledge and Concepts Examinations	First Year Reported	1998
Grades Tested	3,4,8, & 10	How Reported	Performance Level

Demographics [2]	Milwaukee		Wisconsin	
	1995-96	1998-99	1995-96	1998-99
Number of Students	103,676*	100,513	870,175	879,542
Percent Free & Reduced Price Lunch Eligible (FRPL)	73.3	73.3	NA	25.5
Percent of Students with IEPs	14.0	13.9	12.5	13.2
Percent of Students in LEP Programs	NA	4.2	NA	NA
Percent African American	60.1*	61.4	9.4	9.8
Percent Hispanic	11.9*	13.3	3.3	3.8
Percent White	21.1*	18.5*	83.2	81.9
Percent Other	6.9*	6.8*	4.1	4.5
Number of FTE Teachers	6,615*	6,797*	55,033	61,176
Student-Teacher Ratio	15.7	14.8	15.8	14.4
Number of Schools	159*	209	2,037	2,109
Current Expenditures Per Pupil [3]	$7,353	$7,586	$6,517	$7,123

Milwaukee as a Percentage of Wisconsin's Public Schools	1995-96	1998-99
Percent of Students	11.9	11.4
Percent of FRPL	NA	32.7
Percent of IEPs	12.7	12.0
Percent of LEPs	NA	NA
Percent of Schools	7.8	9.9
Percent of Teachers	12.0	11.1
Percent of State Revenue [4]	17.1	14.6

Milwaukee
Wisconsin Knowledge and Concepts Examinations
Percent Proficent/Advanced

	Grade	1998	1999	2000	Annualized Change
Reading					
Milwaukee	4	41	52	52	5.5
Wisconsin	4	69	78	78	4.5
Milwaukee	8	27	40	43	8.0
Wisconsin	8	54	74	73	9.5
Milwaukee	10	27	31	32	2.5
Wisconsin	10	63	69	69	3.0
Math					
Milwaukee	4	21	45	47	13.0
Wisconsin	4	52	75	74	11.0
Milwaukee	8	9	11	11	1.0
Wisconsin	8	30	42	42	6.0
Milwaukee	10	7	10	10	1.5
Wisconsin	10	35	39	39	2.0

Milwaukee
Wisconsin Reading Comprehension Test
Percent Proficent/Advanced

	Grade	1998	1999	2000	Annualized Change
Milwaukee	3	49.9	49.4	55.3	2.7
Wisconsin	3	64.9	70.4	74.5	4.8

Assessment data are not comparable to data in other states.

Milwaukee
WKCE-Reading
Percent Proficent/Advanced

	Grade	1998	1999	2000	Change in Gap
Milwaukee	4				
African American		34	46	47	
Gap		*-29*	*-30*	*-30*	*1*
White		63	76	77	
Gap		*-26*	*-29*	*-33*	*7*
Hispanic		37	47	44	
Wisconsin	4				
African American		36	50	51	
Gap		*-40*	*-34*	*-33*	*-7*
White		76	84	84	
Gap		*-29*	*-29*	*-32*	*3*
Hispanic		47	55	52	
Milwaukee	8				
African American		20	32	34	
Gap		*-33*	*-35*	*-35*	*2*
White		53	67	69	
Gap		*-25*	*-25*	*-23*	*-2*
Hispanic		28	42	46	
Wisconsin	8				
African American		24	36	38	
Gap		*-46*	*-43*	*-42*	*-4*
White		70	79	80	
Gap		*-36*	*-29*	*-31*	*-5*
Hispanic		34	50	49	
Milwaukee	10				
African American		17	22	24	
Gap		*-34*	*-32*	*-33*	*-1*
White		51	54	57	
Gap		*-23*	*-25*	*-28*	*5*
Hispanic		28	29	29	
Wisconsin	10				
African American		22	27	29	
Gap		*-48*	*-48*	*-46*	*-2*
White		70	75	75	
Gap		*-35*	*-34*	*-35*	*0*
Hispanic		35	41	40	

Assessment data are not comparable to data in other states.

Milwaukee
WKCE-Math
Percent Proficent/Advanced

	Grade	1998	1999	2000	Change in Gap
Milwaukee	4				
African American		15	38	41	
Gap		*-27*	*-32*	*-31*	*4*
White		42	70	72	
Gap		*-22*	*-29*	*-30*	*8*
Hispanic		20	41	42	
Wisconsin	4				
African American		17	41	43	
Gap		*-41*	*-40*	*-38*	*-3*
White		58	81	81	
Gap		*-30*	*-32*	*-32*	*2*
Hispanic		28	49	49	
Milwaukee	8				
African American		4	5	5	
Gap		*-21*	*-27*	*-26*	*5*
White		25	32	31	
Gap		*-16*	*-19*	*-18*	*2*
Hispanic		9	13	13	
Wisconsin	8				
African American		5	7	7	
Gap		*-30*	*-41*	*-40*	*10*
White		35	48	47	
Gap		*-24*	*-31*	*-29*	*5*
Hispanic		11	17	18	
Milwaukee	10				
African American		2	3	4	
Gap		*-19*	*-21*	*-21*	*2*
White		21	24	25	
Gap		*-18*	*-16*	*-18*	*0*
Hispanic		3	8	7	
Wisconsin	10				
African American		5	6	7	
Gap		*-35*	*-37*	*-36*	*1*
White		40	43	43	
Gap		*-28*	*-28*	*-30*	*2*
Hispanic		12	15	13	

Endnotes

1. The Wisconsin state assessment program also includes the Wisconsin Reading Comprehension Test for grade 3 students. The TerraNova is the norm-referenced test for WKCE.

2. Asterisk indicates that NCES data have been replaced with data provided by the school district.

3. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

4. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

DISTRICT MINNEAPOLIS
STATE MINNESOTA

STATE READING AND MATH ASSESSMENTS

State Assessment	Minnesota Comprehensive Assessment & Basic Skills Test	First Year Reported	1998
Grades Tested	3,5, & 8	How Reported	Scale Score

Demographics [1]	Minneapolis		Minnesota	
	1995-96	1998-99	1995-96	1998-99
Number of Students	46,612	49,229	835,166	855,119
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	66.5*	NA	26.2*
Percent of Students with IEPs [2]	14.3	13.0*	12.4	12.3*
Percent of Students in LEP Programs	NA	16.4*	NA	*3.7
Percent African American	40.4	43.4	4.8	5.8
Percent Hispanic	4.4	6.5	2.0	2.6
Percent White	36.6	30.2	87.4	84.8
Percent Other	18.7	20.0	5.8	6.7
Number of FTE Teachers	3,080	3,395	46,971	50,565
Student-Teacher Ratio	15.1	14.5	17.8	16.9
Number of Schools	144	148	2,157	2,054
Current Expenditures Per Pupil [3]	$7,831	$8,391	$5,801	$6,388

Minneapolis as a Percentage of Minnesota's Public Schools	1995-96	1998-99
Percent of Students	5.6	5.8
Percent of FRPL	NA	12.7
Percent of IEPs	6.4	6.1
Percent of LEPs	NA	32.1
Percent of Schools	6.7	7.2
Percent of Teachers	6.6	6.7
Percent of State Revenue [4]	6.9	6.5

Minneapolis
Minnesota Comprehensive Assessment (MCA)
Mean Scale Scores

	Grade	1998	1999	2000	Annualized Change
Reading[5]					
Minneapolis	3	1296	1305	1332	18.0
Minnesota	3	1410	1428	1461	25.5
Minneapolis	5	1294	1303	1342	24.0
Minnesota	5	1419	1451	1493	37.0
Math[6]					
Minneapolis	3	1267	1329	1353	43.0
Minnesota	3	1401	1460	1478	38.5
Minneapolis	5	1277	1289	1341	32.0
Minnesota	5	1395	1417	1470	37.5

Minneapolis
Minnesota Basic Skills Test (MBST)
Mean Scale Scores

	Grade	1998	1999	2000	Annualized Change
Reading[7]					
Minneapolis	8	579	584	594	7.5
Minnesota	8	606	612	618	6.0
Math[8]					
Minneapolis	8	580	580	583	1.5
Minnesota	8	613	613	613	0.0

Minneapolis [9]
Minnesota Basic Skills Test (MBST)
Percent Passing

	Grade	1997	1998	1999	2000	Change in Gap
Reading	8					
African American		15	24	30	42	
Gap		*-45*	*-48*	*-48*	*-41*	*-4*
White		60	72	78	83	
Gap		*-41*	*-47*	*-38*	*-45*	*4*
Hispanic American		19	25	40	38	
Math	8					
African American		15	21	19	24	
Gap		*-49*	*-51*	*-55*	*-50*	*1*
White		64	72	74	74	
Gap		*-45*	*-50*	*-47*	*-45*	*0*
Hispanic American		19	22	27	29	

Endnotes

1. Asterisk indicates that NCES data have been replaced with data provided by the school district.

2. IEP data estimated using 1996-97 percentages; 1995-96 data were not available.

3. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

4. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

5. The scale score on the MCA reading test ranges from approximately 300 to 2100.

6. The scale score on the MCA math test ranges from approximately 300 to 2200.

7. The scale score on the MBST reading test ranges from 386 to 750.

8. The scale score on the MBST math test ranges from 333 to 780.

9. Minnesota does not report disaggregated test scores by race/ethnicity.

Assessment data are not comparable to data in other states.

DISTRICT NASHVILLE
STATE TENNESSEE

STATE READING AND MATH ASSESSMENTS

State Assessment [1]	Tennessee Comprehensive Assessment Program (TCAP)	First Year Reported [2]	1998
Grades Tested	3-9	How Reported	National Percentiles & Performance Level

Demographics [3]	Nashville		Tennessee	
	1995-96	1998-99	1995-96	1998-99
Number of Students	70,352*	68,752*	875,670*	892,270*
Percent Free & Reduced Price Lunch Eligible (FRPL)	44.8*	49.2*	40.2*	41.1*
Percent of Students with IEPs	17.3*	15.1*	19.4*	16.3*
Percent of Students in LEP Programs	2.0*	4.3*	0.6*	1.0*
Percent African American	41.3*	44.9*	23.1	23.9
Percent Hispanic	1.3	3.1*	0.7	1.2
Percent White	54.1*	45.9*	75.3	73.6*
Percent Other	3.3*	3.5*	0.9	1.2
Number of FTE Teachers	4,110*	4,434*	49,627*	53,924*
Student-Teacher Ratio	17.1*	15.5*	17.6	16.5
Number of Schools	122	125	1,563	1,589*
Current Expenditures Per Pupil [4]	$5,078	$5,627	$4,172	$4,937

Nashville as a Percentage of Tennessee's Public Schools	1995-96	1998-99
Percent of Students	8.0	7.7
Percent of FRPL	NA	9.2
Percent of IEPs	7.2	7.1
Percent of LEPs	26.5	31.9
Percent of Schools	7.8	7.9
Percent of Teachers	8.3	8.2
Percent of State Revenue [5]	6.7	6.3

Nashville
TCAP Achievement Test
Median National Percentiles [6]

	Grade	1998	1999	2000	Annualized Change in NCEs
Reading					
Nashville	3	49	49	49	0.0
Tennessee	3	56	55	56	0.0
Nashville	4	47	45	47	0.0
Tennessee	4	55	53	55	0.0
Nashville	5	45	45	44	-0.3
Tennessee	5	56	55	56	0.0
Nashville	6	41	40	44	0.8
Tennessee	6	50	48	51	0.3
Nashville	7	42	43	38	-1.1
Tennessee	7	51	51	46	-1.3
Nashville	8	47	50	47	0.0
Tennessee	8	55	58	54	-0.3
Math					
Nashville	3	49	49	56	1.9
Tennessee	3	55	58	62	1.9
Nashville	4	47	49	48	0.3
Tennessee	4	56	57	58	0.5
Nashville	5	37	42	38	0.3
Tennessee	5	56	56	53	-0.8
Nashville	6	40	41	44	1.1
Tennessee	6	55	52	53	-0.5
Nashville	7	41	45	42	0.3
Tennessee	7	52	54	53	0.3
Nashville	8	48	47	48	0.0
Tennessee	8	55	57	58	0.8

---

[6] *Assessment data are not comparable to data in other states.*

Nashville
TCAP Competency Test
Percent Meeting Competency Requirement

	Grade	1995	1996	1997	1998	1999	2000	Annualized Change
Language Arts								
Nashville	9	74	79	75	75	71	69	-1.0
Tennessee	9	78	80	80	80	78	76	-0.4
Math								
Nashville	9	59	73	65	64	64	62	0.6
Tennessee	9	66	71	70	72	71	70	0.8

Endnotes

1. The Tennessee Comprehensive Assessment Program (TCAP) includes the TCAP Achievement Test and the TCAP Competency Test.

2. The first year that results on grade 9 TCAP Competency Tests were published was 1995.

3. Asterisk indicates that NCES data have been replaced with data provided by the school district.

4. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

5. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

6. Annualized change indices are presented in Normal Curve Equivalents.

DISTRICT	NEWARK
STATE	NEW JERSEY

STATE READING AND MATH ASSESSMENTS

State Assessment [1]	ESPA, GEPA & HSPT/HSPA	First Year Reported [2]	1999
Grades Tested	4,8, & 11	How Reported	Scale Score & Percent Passing

Demographics [3]	Newark		New Jersey	
	1995-96	1998-99	1995-96	1998-99
Number of Students	45,805	43,609	1,197,381	1,268,996
Percent Free & Reduced Price Lunch Eligible (FRPL)	81.5*	82.2*	NA	29.6
Percent of Students with IEPs	6.6	6.5	NA	6.6
Percent of Students in LEP Programs	NA	NA	NA	NA
Percent African American	63.4	63.6	18.5	18.1
Percent Hispanic	27.2	27.6	13.5	14.3
Percent White	8.6	8.3	62.5	61.6
Percent Other	0.8	0.8	5.6	6.0
Number of FTE Teachers	3,538	3,464	86,706	92,264
Student-Teacher Ratio	12.9	12.6	13.8	13.8
Number of Schools	80	75	2,279	2,317
Current Expenditures Per Pupil [4]	$11,266	$11,578	$9,361	$9,643

Newark as a Percentage of New Jersey's Public Schools	1995-96	1998-99
Percent of Students	3.8	3.4
Percent of FRPL	NA	12.0
Percent of IEPs	NA	3.4
Percent of LEPs	NA	NA
Percent of Schools	3.5	3.2
Percent of Teachers	4.1	3.8
Percent of State Revenue [5]	9.1	9.2

Newark
Elementary School Proficiency Assessment (ESPA)
Mean Scale Score[6]

	Grade	1999	2000	Annualized Change
Language Arts Literacy	4			
Newark		183.1	178.0	-5.1
New Jersey		204.4	202.4	-2.0
Math	4			
Newark		183.1	185.4	2.3
New Jersey		214.1	219.4	5.3

Newark
Grade Eight Proficiency Assessment (GEPA)
Mean Scale Score

	Grade	1999	2000	Annualized Change
Language Arts Literacy	8			
Newark		199.5	197.1	-2.4
New Jersey		221.7	220.2	-1.5
Math	8			
Newark		185.1	181.5	-3.6
New Jersey		218.7	216.9	-1.8

Newark
High School Proficiency Test (HSPT)[7]
Percent Passing-First Administration

	Grade	1995	1996	1997	1998	1999	2000	Annualized Change
Reading	11							
Newark		43.6	42.5	44.5	43.0	44.6	NA	0.3
New Jersey		83.4	83.0	84.0	83.5	84.1	NA	0.2
Math	11							
Newark		42.8	41.4	40.1	46.9	51.7	NA	2.2
New Jersey		86.2	85.9	85.9	87.0	88.4	NA	0.6

Endnotes

1. The New Jersey state assessment program includes the Elementary School Proficiency Assessment (ESPA); the Grade Eight Proficiency Test (GEPA); and the High School Proficiency Test (HSPT).

2. The first year that results on the High School Proficiency Test (HSPT) were reported was 1995.

3. Asterisk indicates that NCES data have been replaced with data provided by the school district.

4. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

5. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

6. The scale score on the ESPA and GEPA tests ranges from 0 to 300.

7. Scores on the 2000 administration of the HSPT were not available. The first administration of the HSPT was in October. Students who do not pass on the first attempt can retake the exam in April.

DISTRICT	**NEW ORLEANS**
STATE	**LOUISIANA**

STATE READING AND MATH ASSESSMENTS

State Assessment [1]	Iowa Test of Basic Skills (ITBS)	First Year Reported	1999
Grades Tested	3-10	How Reported [2]	Percent Proficient & National Percentile

Demographics	New Orleans		Louisiana	
	1995-96	1998-99	1995-96	1998-99
Number of Students	85,596	82,176	797,366	768,734
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	75.4	NA	57.3
Percent of Students with IEPs	11.8	8.6	11.1	12.2
Percent of Students in LEP Programs	NA	NA	NA	NA
Percent African American	90.4	91.7	51.0	47.1
Percent Hispanic	1.3	1.2	1.1	1.3
Percent White	5.7	4.7	46.0	49.7
Percent Other	2.6	2.3	1.9	2.0
Number of FTE Teachers	3,876	4,472	46,980	49,124
Student-Teacher Ratio	22.1	18.4	17.0	15.6
Number of Schools	121	123	1,470	1,500
Current Expenditures Per Pupil [3]	$4,436	$4,557	$4,447	$5,188

New Orleans as a Percentage of Louisiana's Public Schools	1995-96	1998-99
Percent of Students	10.7	10.7
Percent of FRPL	NA	14.1
Percent of IEPs	11.4	7.6
Percent of LEPs	NA	NA
Percent of Schools	8.2	8.2
Percent of Teachers	8.3	9.1
Percent of State Revenue [4]	10.3	10.0

New Orleans
ITBS/ITED
National Percentiles[5]

	Grade	1999	2000	Annualized Change in NCEs
Composite				
New Orleans	3	23	25	1.4
Louisiana	3	45	47	1.0
New Orleans	5	23	25	1.4
Louisiana	5	44	46	1.1
New Orleans	6	26	27	0.6
Louisiana	6	45	47	1.0
New Orleans	7	24	25	0.7
Louisiana	7	44	46	1.1
New Orleans	9	28	29	0.6
Louisiana	9	44	46	1.1

New Orleans
LEAP 21
Percent Basic/Proficient

	Grade	1999	2000	Annualized Change
English Language Arts				
New Orleans	4	32	32	0
Louisiana	4	54	53	-1
New Orleans	8	22	28	6
Louisiana	8	42	53	11
Math				
New Orleans	4	18	26	8
Louisiana	4	40	47	7
New Orleans	8	16	20	4
Louisiana	8	37	44	7

New Orleans
Louisiana GEE-Graduate Exit Exam
Percent Passing

	Grade	1999	2000	Annualized Change
English Language Arts				
New Orleans	10	69	60	-9
Louisiana	10	85	81	-4
Math				
New Orleans	10	53	49	-4
Louisiana	10	74	74	0

Endnotes

1. Louisiana also requires assessments in reading and math on the Iowa Test of Educational Development (ITED); the LEAP for the 21st Century test (LEAP 21); and the Graduation Exit Exam (GEE 21).

2. Scores on the Graduate Exit Exam (GEE) are reported as percent passing.

3. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

4. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

5. Annualized change indices are presented in Normal Curve Equivalents.

Assessment data are not comparable to data in other states.

DISTRICT NEW YORK CITY
STATE NEW YORK

STATE READING AND MATH ASSESSMENTS

State Assessment [1]	New York State Assessment Program	First Year Reported	1999
Grades Tested	4 & 8	How Reported	Scale Scores

Demographics [2]	New York City		New York	
	1995-96	1998-99	1995-96	1998-99
Number of Students	1,049,039	1,093,071*	2,813,230	2,877,143
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	73.7*	NA	37.0
Percent of Students with IEPs	11.8	11.7	12.9	14.5
Percent of Students in LEP Programs	NA	12.9*	NA	NA
Percent African American	36.4	35.6	20.2	20.4
Percent Hispanic	37.2	37.7	17.4	18.1
Percent White	16.5	15.5	56.9	55.6
Percent Other	10.0	11.2	5.4	6.0
Number of FTE Teachers	65,548*	74,568*	181,559	197,253
Student-Teacher Ratio	16.0	14.6	15.5	14.6
Number of Schools	1,108	1,162	4,149	4,224
Current Expenditures Per Pupil [3]	$7,428	$7,414	$8,361	$8,852

New York City as a Percentage of New York's Public Schools	1995-96	1998-99
Percent of Students	37.3	37.3
Percent of FRPL	NA	67.5
Percent of IEPs	34.2	35.4
Percent of LEPs	NA	NA
Percent of Schools	26.7	27.5
Percent of Teachers	36.1	37.8
Percent of State Revenue [4]	34.6	35.3

New York City
New York State Assessment Program
Mean Scale Scores

	Grade	1999	2000	Annualized Change
English Language Arts [5]				
New York City	4	627	636	9
New York State	4	641	652	11
New York City	8	690	686	-4
New York State	8	699	697	-2
Math [6]				
New York City	4	635	632	-3
New York State	4	652	648	-4
New York City	8	684	685	1
New York State	8	701	704	3

Endnotes

1. The New York State Assessment Program includes tests in English/Language Arts and Math. High school students are required to take the Regents Comprehensive Examinations.

2. Asterisk indicates that NCES data have been replaced with data provided by the school district.

3. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

4. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

5. The scale score on the 4th grade ELA test ranges from 455 to 800; the scale score on the 8th grade test ranges from 527 to 830.

6. The scale score on the 4th grade Math test ranges from 448 to 810; the scale score on the 8th grade test ranges from 517 to 882.

Assessment data are not comparable to data in other states.

DISTRICT	**NORFOLK**
STATE	**VIRGINIA**

STATE READING AND MATH ASSESSMENTS

State Assessment [1]	Standards of Learning Assessments	First Year Reported	1998
Grades Tested	3-6, 8, & 9	How Reported	National Percentiles & Percent Passing

Demographics	Norfolk		Virginia	
	1995-96	**1998-99**	**1995-96**	**1998-99**
Number of Students	36,771	37,852	1,079,854	1,124,022
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	63.2	NA	29.9
Percent of Students with IEPs	12.2	12.3	13.1	13.6
Percent of Students in LEP Programs	NA	0.2	NA	2.4
Percent African American	65.3	66.5	26.5	27.2
Percent Hispanic	1.7	1.7	3.2	3.9
Percent White	30.6	29.4	66.6	64.9
Percent Other	2.4	2.4	3.7	3.9
Number of FTE Teachers	2,359	2,538	74,731	79,393
Student-Teacher Ratio	15.6	14.9	14.4	14.2
Number of Schools	58	61	1,889	1,815
Current Expenditures Per Pupil [2]	$5,362	$5,699	$5,528	$6,067

Norfolk as a Percentage of Virginia's Public Schools	**1995-96**	**1998-99**
Percent of Students	3.4	3.4
Percent of FRPL	NA	7.1
Percent of IEPs	3.2	3.0
Percent of LEPs	NA	0.2
Percent of Schools	3.1	3.4
Percent of Teachers	3.2	3.2
Percent of State Revenue [3]	3.8	5.3

Norfolk
Standards of Learning Assessment
Percent Passing

	Grade	1998	1999	2000	Annualized Change
English					
Norfolk	3	38.2	50.4	51.8	6.8
Virginia	3	54.7	61.4	60.7	3.0
Norfolk	5	49.0	58.8	57.7	4.4
Virginia	5	68.3	69.5	68.4	0.0
Norfolk	8	42.3	49.1	51.9	4.8
Virginia	8	64.7	66.8	69.7	2.5
Math					
Norfolk	3	47.1	56.3	63.5	8.2
Virginia	3	63.5	67.9	71.3	3.9
Norfolk	5	29.8	39.8	56.6	13.4
Virginia	5	46.6	50.6	63.3	8.4
Norfolk	8	26.0	33.5	44.1	9.0
Virginia	8	52.8	60.5	61.3	4.3

Norfolk
SAT-9 [4]
National Percentile [5]

	Grade	1998	1999	Annualized Change in NCEs
Reading				
Norfolk	4	37	38	0.6
Virginia	4	50	52	1.1
Norfolk	6	41	44	1.6
Virginia	6	58	59	0.5
Norfolk	9	41	42	0.5
Virginia	9	58	60	1.0
Math				
Norfolk	4	45	45	0.0
Virginia	4	53	57	2.1
Norfolk	6	43	48	2.6
Virginia	6	58	62	2.1
Norfolk	9	34	33	-0.6
Virginia	9	54	55	0.5

Endnotes

1. Virginia also requires assessments in reading and math using the Stanford Achievement Test, Ninth Edition (SAT/9).

2. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

3. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

4. SAT/9 scores were not yet available for 2000. The SAT/9 is administered in the fall.

5. Annualized change indices are presented in Normal Curve Equivalents.

Assessment data are not comparable to data in other states.

DISTRICT OAKLAND
STATE CALIFORNIA

STATE READING AND MATH ASSESSMENTS

State Assessment	Stanford Achievement Test, Ninth Edition (SAT/9)	First Year Reported	1998
Grades Tested	3-11	How Reported	Mean Scale Score

Demographics	Oakland		California	
	1995-96	**1998-99**	**1995-96**	**1998-99**
Number of Students	52,452	54,256	5,536,406	5,925,964
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	60.7	NA	46.8
Percent of Students with IEPs	9.9	10.2	10.5	10.9
Percent of Students in LEP Programs	NA	32.7	NA	23.6
Percent African American	52.0	49.5	8.8	8.6
Percent Hispanic	20.6	24.7	38.7	40.7
Percent White	6.8	5.8	40.4	37.3
Percent Other	20.7	19.4	12.1	11.7
Number of FTE Teachers	2,262	2,723	230,849	281,686
Student-Teacher Ratio	23.2	19.9	24.0	21.0
Number of Schools	89	89	7,876	8,334
Current Expenditures Per Pupil [1]	$5,463	$5,410	$4,937	$5,644

Oakland as a Percentage of California's Public Schools	**1995-96**	**1998-99**
Percent of Students	.9	.9
Percent of FRPL	NA	1.2
Percent of IEPs	.9	.9
Percent of LEPs	NA	1.3
Percent of Schools	1.1	1.1
Percent of Teachers	1.0	1.0
Percent of State Revenue [2]	1.1	1.3

Oakland
SAT/9
Mean Scale Scores[3]

	Grade	1998	1999	2000	Annualized Change
Reading					
Oakland	3	582.5	597.6	590.7	4.1
California	3	600.2	604.3	608.5	4.2
Oakland	4	606.4	617.7	615.3	4.5
California	4	627.3	629.7	633.1	2.9
Oakland	5	626.8	631.4	631.0	2.1
California	5	643.8	645.2	647.1	1.7
Oakland	6	636.5	641.5	638.7	1.1
California	6	656.2	658.1	659.7	1.8
Oakland	7	651.6	653.3	651.9	0.2
California	7	671.3	672.4	674.4	1.6
Oakland	8	668.8	670.9	667.2	-0.8
California	8	684.9	686.3	687.9	1.5
Oakland	9	669.3	669.2	667.7	-0.8
California	9	684.2	684.5	685.9	0.8
Oakland	10	673.7	678.6	673.1	-0.3
California	10	689.7	690.0	691.2	0.8
Oakland	11	683.7	685.5	685.1	0.7
California	11	697.4	696.9	697.9	0.3
Math					
Oakland	3	573.1	587.2	587.3	7.1
California	3	590.7	598.4	606.5	7.9
Oakland	4	594.0	606.0	606.6	6.3
California	4	614.2	619.0	625.7	5.8
Oakland	5	621.6	628.9	631.5	5.0
California	5	638.6	642.4	647.8	4.6
Oakland	6	631.9	641.1	640.3	4.2
California	6	656.3	660.5	664.8	4.3
Oakland	7	651.7	655.3	655.7	2.0
California	7	667.8	670.3	673.4	2.8
Oakland	8	662.5	665.6	664.1	0.8
California	8	676.6	679.5	681.9	2.6
Oakland	9	677.0	679.7	675.6	-0.7
California	9	688.4	689.9	692.4	2.0
Oakland	10	683.6	686.1	686.2	1.3
California	10	694.9	696.9	698.2	1.7
Oakland	11	689.8	691.6	695.0	2.6
California	11	699.9	702.2	704.0	2.1

Assessment data are not comparable to data in other states.

Oakland
SAT/9-Reading
Mean Scale Scores

	Grade	1998	1999	2000	Change in Gap
Oakland	4				
African American		603.0	610.2	610.9	
Gap		***-66.7***	***-62.5***	***-60.0***	***-6.7***
White		669.7	672.7	670.9	
Gap		***-77.7***	***-63.6***	***-70.3***	***-7.4***
Hispanic		592.0	609.1	600.6	
California	4				
African American		610.9	614.8	619.3	
Gap		***-38.9***	***-37.5***	***-36.6***	***-2.3***
White		649.8	652.3	655.9	
Gap		***-44.9***	***-43.9***	***-43.0***	***-1.9***
Hispanic		604.9	608.4	612.9	
Oakland	8				
African American		665.3	664.6	663.4	
Gap		***-57.5***	***-51.7***	***-50.1***	***-7.4***
White		722.8	716.3	713.5	
Gap		***-67.9***	***-53.0***	***-57.5***	***-10.4***
Hispanic		654.9	663.3	656.0	
California	8				
African American		671.3	672.8	675.0	
Gap		***-31.5***	***-30.9***	***-30.1***	***-1.4***
White		702.8	703.7	705.1	
Gap		***-36.2***	***-34.9***	***-34.3***	***-1.9***
Hispanic		666.6	668.8	670.8	
Oakland	10				
African American		673.1	672.4	669.6	
Gap		***-31.7***	***-37.9***	***-42.9***	***11.2***
White		704.8	710.3	712.5	
Gap		***-39.4***	***-35.7***	***-48.4***	***9.0***
Hispanic		665.4	674.6	664.1	
California	10				
African American		676.8	676.7	677.7	
Gap		***-29.4***	***-29.1***	***-29.3***	***-0.1***
White		706.2	705.8	707.0	
Gap		***-33.4***	***-32.2***	***-36.2***	***2.8***
Hispanic		672.8	673.6	670.8	

Assessment data are not comparable to data in other states.

Oakland
SAT/9-Math
Mean Scale Scores

	Grade	1998	1999	2000	Change in Gap
Oakland	4				
African American		585.5	594.7	595.7	
Gap		***-54.8***	***-55.3***	***-56.9***	***2.1***
White		640.3	650.0	652.6	
Gap		***-55.0***	***-47.9***	***-54.4***	***-0.6***
Hispanic		585.3	602.1	598.2	
California	4				
African American		595.5	600.5	607.3	
Gap		***-34.7***	***-34.7***	***-35.3***	***0.6***
White		630.2	635.2	642.6	
Gap		***-32.7***	***-32.1***	***-32.5***	***-0.2***
Hispanic		597.5	603.1	610.1	
Oakland	8				
African American		653.3	652.8	654.1	
Gap		***-51.9***	***-53.5***	***-48.9***	***-3.0***
White		705.2	706.3	703.0	
Gap		***-55.5***	***-48.8***	***-47.6***	***-7.9***
Hispanic		649.7	657.5	655.4	
California	8				
African American		595.5	600.5	607.3	
Gap		***-95.1***	***-93.0***	***-88.9***	***-6.2***
White		690.6	693.5	696.2	
Gap		***-31.3***	***-30.9***	***-31.1***	***-0.2***
Hispanic		659.3	662.6	665.1	
Oakland	10				
African American		672.6	673.6	673.7	
Gap		***-30.7***	***-40.6***	***-40.7***	***10.0***
White		703.3	714.2	714.4	
Gap		***-24.2***	***-34.9***	***-35.7***	***11.5***
Hispanic		679.1	679.3	678.7	
California	10				
African American		679.5	680.3	681.3	
Gap		***-25.6***	***-26.6***	***-26.9***	***1.3***
White		705.1	706.9	708.2	
Gap		***-24.4***	***-24.1***	***-24.2***	***-0.2***
Hispanic		680.7	682.8	684.0	

Endnotes

1. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

2. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

3. The scale score on the SAT/9 ranges from 200 to 900.

Assessment data are not comparable to data in other states.

DISTRICT **OMAHA**
STATE **NEBRASKA**

STATE READING AND MATH ASSESSMENTS

State Assessment [1]	N/A	First Year Reported	1994
Grades Tested	2,4,6, & 8	How Reported	National Percentile

Demographics [2]	Omaha		Nebraska	
	1995-96	**1998-99**	**1995-96**	**1998-99**
Number of Students	44,247	45,118	289,744	291,140
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	49.6	NA	29.6
Percent of Students with IEPs	14.7	17.6	13.9	14.9
Percent of Students in LEP Programs	NA	3.9	NA	2.5
Percent African American	29.7	31.2	5.9	6.3
Percent Hispanic	6.6	9.9*	4.4	5.9
Percent White	60.9	55.9	87.2	84.8
Percent Other	2.8	3.0	2.7	2.9
Number of FTE Teachers	3,046	3,148	20,028	20,310
Student-Teacher Ratio	14.5*	14.3*	14.5	14.3
Number of Schools	82	81	1,411	1,333
Current Expenditures Per Pupil [3]	$5,276	$5,339	$5,688	$5,958

Omaha as a Percentage of Nebraska's Public Schools	**1995-96**	**1998-99**
Percent of Students	15.3	15.5
Percent of FRPL	NA	26.0
Percent of IEPs	16.1	18.3
Percent of LEPs	NA	24.4
Percent of Schools	5.8	6.1
Percent of Teachers	15.2	15.5
Percent of State Revenue [4]	14.5	15.5

Omaha
CAT/5
National Percentiles [5]

	Grade	1994	1995	1996	1997	1998	1999	2000	Annualized Change in NCEs
Total Reading									
	2	57	58	59	59	59	59	61	0.4
	4	61	60	58	60	61	61	58	-0.3
	6	59	58	58	59	57	59	58	-0.1
	8	59	59	58	56	57	56	56	-0.3
Total Math									
	2	70	71	71	72	75	73	76	0.7
	4	67	67	64	68	70	68	65	-0.2
	6	68	67	66	68	67	69	69	0.1
	8	61	61	61	60	59	58	56	-0.4

Endnotes

1. The state requires that districts use a norm-referenced test but does not specify which one. Most districts in the state administer the Iowa Test of Basic Skills (ITBS). Omaha administers the California Achievement Test Fifth Edition (CAT/5).

2. Asterisk indicates that NCES data have been replaced with data provided by the school district.

3. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

4. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

5. Annualized change indices are presented in Normal Curve Equivalents.

Assessment data are not comparable to data in other states.

DISTRICT ORANGE COUNTY
STATE FLORIDA

STATE READING AND MATH ASSESSMENTS

State Assessment [1]	Florida Comprehensive Achievement Test (FCAT)	First Year Reported [2]	1998
Grades Tested	4,5,8, & 10	How Reported	Scale Score & Percent Meeting Standard

Demographics	**Orange County**		**Florida**	
	1995-96	**1998-99**	**1995-96**	**1998-99**
Number of Students	123,165	138,866	2,176,222	2,337,633
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	45.5	NA	43.9
Percent of Students with IEPs	12.5	15.6	13.4	14.6
Percent of Students in LEP Programs	NA	7.6	NA	6.3
Percent African American	28.0	29.2	25.3	25.5
Percent Hispanic	16.1	19.6	15.3	17.2
Percent White	52.3	47.8	57.5	55.3
Percent Other	3.6	3.7	2.0	2.1
Number of FTE Teachers	6,394	8,019	114,938	126,796
Student-Teacher Ratio	19.2	17.3	18.9	18.4
Number of Schools	172	175	2,760	3,044
Current Expenditures Per Pupil [3]	$4,997	$5,005	$5,275	$5,522

Orange County as a Percentage of Florida's Public Schools	**1995-96**	**1998-99**
Percent of Students	5.7	5.9
Percent of FRPL	NA	6.2
Percent of IEPs	5.3	6.3
Percent of LEPs	NA	7.1
Percent of Schools	5.7	5.7
Percent of Teachers	5.6	6.3
Percent of State Revenue [4]	5.4	5.4

Orange County
Florida Comprehensive Assessment Test (FCAT)[5]
Mean Scale Scores[6]

	Grade	1998	1999	2000	Annualized Change
Reading					
Orange	4	289	280	282	-3.5
Florida	4	294	288	293	-0.5
Orange	8	299	292	284	-7.5
Florida	8	298	295	290	-4.0
Orange	10	302	305	301	-0.5
Florida	10	299	302	298	-0.5
Math					
Orange	5	296	300	308	6.0
Florida	5	300	303	314	7.0
Orange	8	299	295	300	0.5
Florida	8	299	296	303	2.0
Orange	10	303	310	315	6.0
Florida	10	302	308	311	4.5

Orange County
High School Competency Test (HSCT)[7]
Percent Meeting Graduation Requirements

	Grade	1999	2000	Annualized Change
Communications/Reading				
Orange	11	78	74	-4.0
Florida	11	77	75	-2.0
Math				
Orange	11	73	76	3.0
Florida	11	74	76	2.0

Orange County
FCAT Norm-Referenced Test-SAT/9
Mean Scale Scores[8]

	Grade	1998	1999	2000	Annualized Change
Reading					
Orange	3	NA	NA	611	NA
Florida	3	NA	NA	616	NA
Orange	4	NA	NA	634	NA
Florida	4	NA	NA	640	NA
Orange	5	NA	NA	643	NA
Florida	5	NA	NA	647	NA
Orange	6	NA	NA	653	NA
Florida	6	NA	NA	656	NA
Orange	7	NA	NA	669	NA
Florida	7	NA	NA	671	NA
Orange	8	NA	NA	688	NA
Florida	8	NA	NA	691	NA
Orange	9	NA	NA	681	NA
Florida	9	NA	NA	683	NA
Orange	10	NA	NA	685	NA
Florida	10	NA	NA	683	NA
Math					
Orange	3	NA	NA	608	NA
Florida	3	NA	NA	612	NA
Orange	4	NA	NA	622	NA
Florida	4	NA	NA	626	NA
Orange	5	NA	NA	648	NA
Florida	5	NA	NA	654	NA
Orange	6	NA	NA	653	NA
Florida	6	NA	NA	655	NA
Orange	7	NA	NA	666	NA
Florida	7	NA	NA	668	NA
Orange	8	NA	NA	679	NA
Florida	8	NA	NA	680	NA
Orange	9	NA	NA	693	NA
Florida	9	NA	NA	693	NA
Orange	10	NA	NA	702	NA
Florida	10	NA	NA	701	NA

Assessment data are not comparable to data in other states.

Orange County
FCAT-Reading[9]
Percent Level 3 and Above

	Grade	1998	1999	2000	Change in Gap
Orange	Elementary				
African American		22	23	30	
Gap		*-40*	*-41*	*-39*	*-1*
White		62	64	69	
Gap		*-28*	*-27*	*-29*	*1*
Hispanic		34	37	40	
Florida	Elementary				
African American		23	26	32	
Gap		*-42*	*-41*	*-39*	*-3*
White		65	67	71	
Gap		*-27*	*-26*	*-23*	*-4*
Hispanic		38	41	48	
Orange	Middle				
African American		23	24	21	
Gap		*-36*	*-37*	*-35*	*-1*
White		59	61	56	
Gap		*-28*	*-27*	*-27*	*-1*
Hispanic		31	34	29	
Florida	Middle				
African American		21	24	20	
Gap		*-34*	*-37*	*-38*	*4*
White		55	61	58	
Gap		*-22*	*-24*	*-23*	*1*
Hispanic		33	37	35	
Orange	High				
African American		13	17	15	
Gap		*-29*	*-30*	*-28*	*-1*
White		42	47	43	
Gap		*-20*	*-24*	*-23*	*3*
Hispanic		22	23	20	
Florida	High				
African American		12	13	13	
Gap		*-26*	*-29*	*-27*	*1*
White		38	42	40	
Gap		*-18*	*-19*	*-18*	*0*
Hispanic		20	23	22	

Assessment data are not comparable to data in other states.

Orange County
FCAT-Math
Percent Level 3 and Above

	Grade	1998	1999	2000	Change in Gap
Orange	Elementary				
African American		8	16	25	
Gap		*-36*	*-37*	*-40*	*4*
White		44	53	65	
Gap		*-25*	*-27*	*-25*	*0*
Hispanic		19	26	40	
Florida	Elementary				
African American		10	15	26	
Gap		*-34*	*-36*	*-37*	*3*
White		44	51	63	
Gap		*-22*	*-22*	*-19*	*-3*
Hispanic		22	29	44	
Orange	Middle				
African American		18	22	32	
Gap		*-43*	*-43*	*-39*	*-4*
White		61	65	71	
Gap		*-28*	*-28*	*-29*	*1*
Hispanic		33	37	42	
Florida	Middle				
African American		19	21	30	
Gap		*-40*	*-43*	*-41*	*1*
White		59	64	71	
Gap		*-25*	*-26*	*-24*	*-1*
Hispanic		34	38	47	
Orange	High				
African American		15	25	31	
Gap		*-44*	*-43*	*-42*	*-2*
White		59	68	73	
Gap		*-29*	*-31*	*-28*	*-1*
Hispanic		30	37	45	
Florida	High				
African American		15	22	26	
Gap		*-39*	*-41*	*-44*	*5*
White		54	63	70	
Gap		*-24*	*-25*	*-26*	*2*
Hispanic		30	38	44	

Endnotes

1. Florida also requires the High School Competency Test (HSCT).

2. The HSCT was first administered in 1995 but changed in 1999.

3. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

4. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

5. All students were included in the FCAT Summary reports for the first time in 2000. The Florida Department of Education recomputed and included all students in its 1999 data. Data for 1998 were not recomputed, however, and include only standard curriculum students. This difference in reporting inflates the results for 1998, but affects state scores the same way it affects district scores.

6. The scale score on the FCAT ranges from 100 to 500.

7. Beginning in 1999, students who performed well in the 10th grade on FCAT were exempt from taking the HSCT. The results presented for the HSCT, therefore, reflect the percent meeting the high school assessment requirement, i.e., students earning exemptions plus students passing HSCT.

8. The scale score on the SAT/9 ranges from 200 to 900.

9. Students who were not in the school for both the October and February FTE counts were excluded from disaggregated reports in 2000 The difference causes 2000 reports to show slightly higher results in most, but not all cases in 1998 and 1999 .

DISTRICT	**PHILADELPHIA**
STATE	**PENNSYLVANIA**

STATE READING AND MATH ASSESSMENTS

State Assessment	Pennsylvania System of School Assessments (PSSA)	First Year Reported	1996
Grades Tested	5,8, & 11	How Reported	Scale Score

Demographics	**Philadelphia**		**Pennsylvania**	
	1995-96	**1998-99**	**1995-96**	**1998-99**
Number of Students	210,503	207,465	1,787,533	1,816,414
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	80.0 [1]	NA	NA
Percent of Students with IEPs	10.5	10.4	10.6	11.0
Percent of Students in LEP Programs	NA	NA	NA	NA
Percent African American	63.5	64.6	14.0	14.6
Percent Hispanic	11.2	12.2	3.5	4.0
Percent White	20.4	18.4	80.6	79.4
Percent Other	4.9	4.9	1.9	2.0
Number of FTE Teachers	11,105	10,695	104,921	111,065
Student-Teacher Ratio	19.0	19.4	17.0	16.4
Number of Schools	258	259	3,182	3,139
Current Expenditures Per Pupil [2]	$5,575	$5,736	$6,922	$7,209

Philadelphia as a Percentage of Pennsylvania's Public Schools	**1995-96**	**1998-99**
Percent of Students	11.8	11.4
Percent of FRPL	NA	NA
Percent of IEPs	11.6	10.7
Percent of LEPs	NA	NA
Percent of Schools	8.1	8.3
Percent of Teachers	10.6	9.6
Percent of State Revenue [3]	13.6	13.7

Philadelphia
Pennsylvania System of School Assessment
Mean Scale Scores[4]

	Grade	1996	1997	1998	1999	2000	Annualized Change
Reading							
Philadelphia	5	1090	1110	1090	1120	1140	12.5
Pennsylvania	5	1300	1310	1310	1310	1320	5.0
Philadelphia	8	1080	1140	1120	1130	1120	10.0
Pennsylvania	8	1300	1300	1300	1310	1310	2.5
Philadelphia	11	1160	1140	1140	1140	1130	-7.5
Pennsylvania	11	1300	1300	1300	1300	1300	0.0
Math							
Philadelphia	5	1100	1130	1140	1140	1140	10.0
Pennsylvania	5	1300	1300	1310	1300	1310	2.5
Philadelphia	8	1070	1110	1120	1120	1130	15.0
Pennsylvania	8	1300	1300	1300	1300	1310	2.5
Philadelphia	11	1170	1130	1120	1140	1160	-2.5
Pennsylvania	11	1300	1300	1300	1300	1310	2.5

Philadelphia
SAT-9
Percent At/Above Basic

	Grade	1996	1997	1998	1999	2000	Annualized Change
Reading							
	4	43.7	51.3	56.9	57.7	59.7	4.0
	8	48.6	55.0	59.6	62.4	60.5	3.0
	11	26.2	34.9	34.1	37.2	38.7	3.1
Math							
	4	38.3	44.4	47.7	50.1	51.5	3.3
	8	21.1	24.5	31.6	30.7	28.4	1.8
	11	12.1	14.8	16.5	15.8	17.2	1.3

Assessment data are not comparable to data in other states.

Philadelphia
SAT/9
Percent At/Above Basic

	Grade	1996	1997	1998	1999	2000	Change in Gap
Reading							
	4						
African American		37.9	45.5	52.0	52.0	54.7	
Gap		***-26.5***	***-25.8***	***-23.5***	***-26.5***	***-24.7***	***-1.8***
White		64.4	71.3	75.5	78.5	79.4	
Gap		***-30.7***	***-25.2***	***-22.8***	***-24.9***	***-23.0***	***-7.7***
Hispanic		33.7	46.1	52.7	53.6	56.4	
	8						
African American		44.3	50.3	55.2	58.3	55.6	
Gap		***-20.1***	***-22.3***	***-19.8***	***-19.5***	***-21.8***	***1.7***
White		64.4	72.6	75.0	77.8	77.4	
Gap		***-28.6***	***-29.7***	***-29.0***	***-24.8***	***-23.7***	***-4.9***
Hispanic		35.8	42.9	46.0	53.0	53.7	
	11						
African American		20.2	27.7	26.8	28.9	31.2	
Gap		***-22.6***	***-24.2***	***-27.2***	***-28.9***	***-28.0***	***5.4***
White		42.8	51.9	54.0	57.8	59.2	
Gap		***-26.4***	***-25.1***	***-30.8***	***-26.8***	***-29.5***	***3.1***
Hispanic		16.4	26.8	23.2	31.0	29.7	
Math							
	4						
African American		30.9	36.2	40.2	42.8	43.9	
Gap		***-29.4***	***-31.3***	***-30.8***	***-29.8***	***-32.0***	***2.6***
White		60.3	67.5	71.0	72.6	75.9	
Gap		***-29.2***	***-23.9***	***-24.1***	***-22.2***	***-23.1***	***-6.1***
Hispanic		31.1	43.6	46.9	50.4	52.8	
	8						
African American		13.9	17.5	23.5	23.1	20.4	
Gap		***-27.4***	***-28.2***	***-29.7***	***-29.5***	***-31.2***	***3.8***
White		41.3	45.7	53.2	52.6	51.6	
Gap		***-30.0***	***-31.8***	***-34.4***	***-31.1***	***-29.8***	***-0.2***
Hispanic		11.3	13.9	18.8	21.5	21.8	
	11						
African American		5.8	7.2	9.1	8.2	9.6	
Gap		***-20.2***	***-21.8***	***-23.8***	***-23.9***	***-23.4***	***3.2***
White		26.0	29.0	32.9	32.1	33.0	
Gap		***-21.0***	***-21.1***	***-25.3***	***-21.2***	***-22.4***	***1.4***
Hispanic		5.0	7.9	7.6	10.9	10.6	

Endnotes

1. Free and Reduced Price Lunch eligibility data are from the 1996-97 school year.

2. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

3. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

4. The scale score on the PSSA ranges from 1000 to 1600.

Assessment data are not comparable to data in other states.

DISTRICT PITTSBURGH
STATE PENNSYLVANIA

STATE READING AND MATH ASSESSMENTS

State Assessment	Pennsylvania System of School Assessments (PSSA)	First Year Reported	1996
Grades Tested	5,8, & 11	How Reported	Scale Score

Demographics	Pittsburgh		Pennsylvania	
	1995-96	**1998-99**	**1995-96**	**1998-99**
Number of Students	39,761	39,602	1,787,533	1,816,414
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	59.0[1]	NA	NA
Percent of Students with IEPs	11.1	12.7	10.6	11.0
Percent of Students in LEP Programs	NA	NA	NA	NA
Percent African American	55.6	56.4	14.0	14.6
Percent Hispanic	0.4	0.4	3.5	4.0
Percent White	42.6	41.9	80.6	79.4
Percent Other	1.5	1.3	1.9	2.0
Number of FTE Teachers	2,477	2,575	104,921	111,065
Student-Teacher Ratio	16.1	15.4	17.0	16.4
Number of Schools	80	91	3,182	3,139
Current Expenditures Per Pupil[2]	$8,524	$8,829	$6,922	$7,209

Pittsburgh as a Percentage of Pennsylvania's Public Schools	**1995-96**	**1998-99**
Percent of Students	2.2	1.8
Percent of FRPL	NA	NA
Percent of IEPs	2.3	2.1
Percent of LEPs	NA	NA
Percent of Schools	2.5	2.7
Percent of Teachers	2.4	2.0
Percent of State Revenue[3]	2.8	2.8

Pittsburgh [4]

Pennsylvania System of School Assessment

Mean Scale Scores [5]

	Grade	1996	1997	1998	1999	2000	Annualized Change
Reading							
Pittsburgh	5	NA	NA	1210	1230	NA	NA
Pennsylvania	5	1300	1310	1310	1310	1320	5.0
Pittsburgh	8	NA	NA	1210	1210	NA	NA
Pennsylvania	8	1300	1300	1300	1310	1310	2.5
Pittsburgh	11	NA	NA	1210	1230	NA	NA
Pennsylvania	11	1300	1300	1300	1300	1300	0.0
Math							
Pittsburgh	5	NA	NA	1220	1250	NA	NA
Pennsylvania	5	1300	1300	1300	1300	1310	2.5
Pittsburgh	8	NA	NA	1200	1210	NA	NA
Pennsylvania	8	1300	1300	1300	1300	1310	2.5
Pittsburgh	11	NA	NA	1170	1210	NA	NA
Pennsylvania	11	1300	1300	1300	1300	1310	2.5

Endnotes

1. Free and Reduced Price Lunch eligibility data are from the 1996-97 school year.

2. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

3. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

4. Scores for 2000 were not available.

5. The scale score on the PSSA ranges from 1000 to 1600.

Assessment data are not comparable to data in other states.

DISTRICT	**PORTLAND**
STATE	**OREGON**

STATE ASSESSMENT PROGRAM

State Assessment	Oregon Statewide Assessments	First Year Reported	1998
Grades Tested	3,5,8, & 10	How Reported	Performance Level

Demographics	**Portland**		**Oregon**	
	1995-96	**1998-99**	**1995-96**	**1998-99**
Number of Students	55,130	54,546	527,914	542,809
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	37.7	NA	32.8
Percent of Students with IEPs	9.9	9.8	11.0	11.0
Percent of Students in LEP Programs	NA	8.6	NA	6.5
Percent African American	16.1	16.3	2.6	2.7
Percent Hispanic	5.2	7.1	6.8	8.7
Percent White	67.7	65.4	85.3	82.9
Percent Other	11.1	11.2	6.4	5.8
Number of FTE Teachers	3,073	2,874	26,680	27,152
Student-Teacher Ratio	17.9	19.0	19.8	20.0
Number of Schools	101	111	1,216	1,271
Current Expenditures Per Pupil [1]	$6,622	$7,251	$5,790	$6,419

Portland as a Percentage of Oregon's Public Schools	**1995-96**	**1998-99**
Percent of Students	10.4	10.0
Percent of FRPL	NA	11.6
Percent of IEPs	9.4	8.9
Percent of LEPs	NA	13.2
Percent of Schools	8.3	8.7
Percent of Teachers	11.5	10.6
Percent of State Revenue [2]	10.6	9.8

Portland
Oregon State Assessment
Percent Meeting/Exceeding Standard

	Grade	1998	1999	2000	Annualized Change
Reading/Literature					
Portland	3	72	78	79	3.5
Oregon	3	78	81	82	2.0
Portland	5	64	68	73	4.5
Oregon	5	66	68	73	3.5
Portland	8	51	54	64	6.5
Oregon	8	55	56	63	4.0
Portland	10	45	50	51	3.0
Oregon	10	48	51	51	1.5
Math					
Portland	3	67	66	74	3.5
Oregon	3	67	70	75	4.0
Portland	5	61	66	74	6.5
Oregon	5	61	69	70	4.5
Portland	8	52	50	56	2.0
Oregon	8	50	52	56	3.0
Portland	10	33	37	41	4.0
Oregon	10	32	36	40	4.0

Endnotes

1. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

2. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

Assessment data are not comparable to data in other states.

DISTRICT PROVIDENCE
STATE RHODE ISLAND

STATE ASSESSMENT PROGRAM

State Assessment	New Standards Exams	First Year Reported	1998
Grades Tested	4,8, & 10	How Reported	Performance Level

Demographics	Providence		Rhode Island	
	1995-96	1998-99	1995-96	1998-99
Number of Students	24,069	26,849	149,799	154,785
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	72.1	NA	32.8
Percent of Students with IEPs	13.6	13.9	17.3	17.9
Percent of Students in LEP Programs	NA	18.3	NA	6.0
Percent African American	23.1	24.5	7.0	7.6
Percent Hispanic	41.2	44.5	10.3	12.3
Percent White	24.1	20.3	78.9	76.4
Percent Other	11.6	10.6	3.8	3.8
Number of FTE Teachers	1,377	1,711	10,482	11,124
Student-Teacher Ratio	17.5	15.3	14.3	13.9
Number of Schools	42	49	310	318
Current Expenditures Per Pupil [1]	$6,788	$7,515	$7,304	$7,928

Providence as a Percentage of Rhode Island's Public Schools	1995-96	1998-99
Percent of Students	16.1	17.3
Percent of FRPL	NA	38.1
Percent of IEPs	12.6	13.5
Percent of LEPs	NA	18.3
Percent of Schools	13.5	15.4
Percent of Teachers	13.1	15.4
Percent of State Revenue [2]	22.6	22.3

Providence
R.I State Assessment[3]
Percent At/Above Standard

	Grade	1998	1999	2000	Annualized Change
English Language Arts Test-Reading: Basic Understanding					
Providence	4	NA	43	64	21
Rhode Island	4	NA	68	84	16
Providence	8	NA	32	30	-2
Rhode Island	8	NA	57	52	-5
Providence	10	NA	NA	21	NA
Rhode Island	10	NA	NA	34	NA
Math-Skills					
Providence	4	NA	28	32	4
Rhode Island	4	NA	56	60	4
Providence	8	31	29	37	3
Rhode Island	8	60	51	62	1
Providence	10	34	53	32	-1
Rhode Island	10	66	67	43	-11.5

Endnotes

1. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

2. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

3. Grade 4 students did not take the New Standards exams until 1999. Grade 10 students did not take the New Standards English Language Arts Reference Exam until 2000.

Assessment data are not comparable to data in other states.

DISTRICT	**RICHMOND**
STATE	**VIRGINIA**

STATE READING AND MATH ASSESSMENTS

State Assessment [1]	Standards of Learning Assessments	First Year Reported	1998
Grades Tested	3-6, 8, & 9	How Reported	National Percentiles & Percent Passing

Demographics [2]	**Richmond**		**Virginia**	
	1995-96	**1998-99**	**1995-96**	**1998-99**
Number of Students	27,708	27,621	1,079,854	1,124,022
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	67.6*	NA	29.9
Percent of Students with IEPs	5.3	13.1*	13.1	13.6
Percent of Students in LEP Programs	NA	13.3	NA	2.4
Percent African American	90.6	91.2	26.5	27.2
Percent Hispanic	0.7	0.9	3.2	3.9
Percent White	7.9	7.3	66.6	64.9
Percent Other	0.8	0.6	3.7	3.9
Number of FTE Teachers	1,982	1,814	74,731	79,393
Student-Teacher Ratio	14.0	15.2	14.4	14.2
Number of Schools	61	60	1,889	1,815
Current Expenditures Per Pupil [3]	$7,054	$7,714	$5,528	$6,067

Richmond as a Percentage of Virginia's Public Schools	**1995-96**	**1998-99**
Percent of Students	2.6	25
Percent of FRPL	NA	5.5
Percent of IEPs	2.4	2.4
Percent of LEPs	NA	0.8
Percent of Schools	3.2	3.3
Percent of Teachers	2.7	2.3
Percent of State Revenue [4]	2.4	3.5

Richmond
Standards of Learning Assessment
Percent Passing

	Grade	1998	1999	2000	Annualized Change
English					
Richmond	3	35.0	40.1	37.3	1.2
Virginia	3	54.7	61.4	60.7	3.0
Richmond	5	47.7	52.6	52.2	2.3
Virginia	5	68.3	69.5	68.4	0.1
Richmond	8	47.7	40.6	48.9	0.6
Virginia	8	64.7	66.8	69.7	2.5
Math					
Richmond	3	40.3	40.6	44.2	2.0
Virginia	3	63.5	67.9	71.3	3.9
Richmond	5	22.3	20.4	37.1	7.4
Virginia	5	46.6	50.6	63.3	8.4
Richmond	8	22.9	28.5	30.7	3.9
Virginia	8	52.8	60.5	61.3	4.3

Richmond
SAT/9[5]
National Percentile[6]

	Grade	1998	1999	Annualized Change in NCEs
Reading				
Richmond	4	27	30	1.9
Virginia	4	50	52	1.1
Richmond	6	31	33	1.1
Virginia	6	58	59	0.5
Richmond	9	34	36	1.2
Virginia	9	58	60	1.6
Math				
Richmond	4	35	39	2.2
Virginia	4	53	57	2.1
Richmond	6	32	35	1.7
Virginia	6	58	62	2.1
Richmond	9	32	30	-1.2
Virginia	9	54	55	0.5

Endnotes

1. The state of Virginia also requires assessments in reading and math using the Stanford Achievement Test, Ninth Edition (SAT/9).

2. Asterisk indicates that NCES data have been amended with data provided by the school district.

3. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

4. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

5. SAT/9 scores were not available for 2000. The SAT/9 is administered in the fall.

6. Annualized change indices are presented in Normal Curve Equivalents.

Assessment data are not comparable to data in other states.

DISTRICT **ROCHESTER**
STATE **NEW YORK**

STATE READING AND MATH ASSESSMENTS

State Assessment [1]	New York State Assessment Program	First Year Reported	1999
Grades Tested	4 & 8	How Reported	Scale Scores

Demographics [2]	Rochester		New York	
	1995-96	1998-99	1995-96	1998-99
Number of Students	36,195*	38,121	2,813,230	2,877,143
Percent Free & Reduced Price Lunch Eligible (FRPL)	78.8*	82.2*	NA	37.0
Percent of Students with IEPs	15.2	16.0*	12.9	14.5
Percent of Students in LEP Programs	NA	8.0*	NA	NA
Percent African American	59.2*	62.3*	20.2	20.4
Percent Hispanic	17.5*	17.8*	17.4	18.1
Percent White	20.6*	17.5	56.9	55.6
Percent Other	2.7*	2.4*	5.4	6.0
Number of FTE Teachers	2,475	2,755	181,559	197,253
Student-Teacher Ratio	14.9	13.8	15.5	14.6
Number of Schools	55	57*	4,149	4,224
Current Expenditures Per Pupil [3]	$8,931	$8,730	$8,361	$8,852

Rochester as a Percentage of New York's Public Schools	1995-96	1998-99
Percent of Students	1.3	1.3
Percent of FRPL	NA	2.2
Percent of IEPs	1.5	1.6
Percent of LEPs	NA	NA
Percent of Schools	1.4	1.4
Percent of Teachers	1.4	1.4
Percent of State Revenue [4]	2.0	2.0

Rochester
New York State Assessment Program
Mean Scale Scores

	Grade	1999	2000	Annualized Change
English Language Arts [5]				
Rochester	4	625	634	9
New York State	4	641	652	11
Rochester	8	684	684	0
New York State	8	699	697	-2
Math [6]				
Rochester	4	628	627	-1
New York State	4	652	648	-4
Rochester	8	674	678	4
New York State	8	701	704	3

Endnotes

1. The New York State Assessment Program includes tests in English/Language Arts and Math. High school students are also required to take the Regents Comprehensive Examinations.

2. Asterisk indicates that NCES data have been amended with data provided by the school district.

3. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

4. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

5. The scale score on the 4th grade ELA test ranges from 455 to 800; the scale score on the 8th grade test ranges from 527 to 830.

6. The scale score on the 4th grade Math test ranges from 448 to 810; the scale score on the 8th grade test ranges from 517 to 882.

Assessment data are not comparable to data in other states.

DISTRICT	**SACRAMENTO**
STATE	**CALIFORNIA**

STATE READING AND MATH ASSESSMENTS

State Assessment	Stanford Achievement Test, Ninth Edition (SAT/9)	First Year Reported	1998
Grades Tested	3-11	How Reported	Mean Scale Score

Demographics	**Sacramento**		**California**	
	1995-96	**1998-99**	**1995-96**	**1998-99**
Number of Students	50,104	51,378	5,536,406	5,925,964
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	60.7	NA	46.8
Percent of Students with IEPs	11.1	11.8	10.5	10.9
Percent of Students in LEP Programs	NA	29.3	NA	23.6
Percent African American	21.2	21.6	8.8	8.6
Percent Hispanic	22.2	24.5	38.7	40.7
Percent White	28.5	25.9	40.4	37.3
Percent Other	28.1	28.1	12.1	11.7
Number of FTE Teachers	1,944	2,295	230,849	281,686
Student-Teacher Ratio	25.8	22.4	24.0	21.0
Number of Schools	75	76	7,876	8,334
Current Expenditures Per Pupil [1]	$4,914	$4,949	$4,937	$5,644

Sacramento as a Percentage of California's Public Schools	**1995-96**	**1998-99**
Percent of Students	.9	.9
Percent of FRPL	NA	1.1
Percent of IEPs	1.0	.9
Percent of LEPs	NA	1.1
Percent of Schools	1.0	.9
Percent of Teachers	.8	.8
Percent of State Revenue [2]	1.0	0.9

Sacramento
SAT/9
Mean Scale Score[3]

	Grade	1998	1999	2000	Annualized Change
Reading					
Sacramento	3	591.8	601.7	605.9	7.1
California	3	600.2	604.3	608.5	4.2
Sacramento	4	620.1	625.8	625.1	2.5
California	4	627.3	629.7	633.1	2.9
Sacramento	5	636.0	641.7	645.8	4.9
California	5	643.8	645.2	647.1	1.7
Sacramento	6	651.5	657.0	669.5	9.0
California	6	656.2	658.1	659.7	1.8
Sacramento	7	663.9	668.0	669.9	3.0
California	7	671.3	672.4	674.4	1.6
Sacramento	8	680.7	683.9	680.9	0.1
California	8	684.9	686.3	687.9	1.5
Sacramento	9	677.7	678.8	687.8	5.0
California	9	684.2	684.5	685.9	0.8
Sacramento	10	684.5	684.7	695.6	5.6
California	10	689.7	690.0	691.2	0.8
Sacramento	11	694.4	695.9	703.7	4.7
California	11	697.4	696.9	697.9	0.3
Math					
Sacramento	3	578.2	596.5	605.9	13.9
California	3	590.7	598.4	606.5	7.9
Sacramento	4	606.4	614.4	625.1	9.4
California	4	614.2	619.0	625.7	5.8
Sacramento	5	631.7	640.6	645.8	7.1
California	5	638.6	642.4	647.8	4.6
Sacramento	6	651.5	660.9	669.5	9.0
California	6	656.3	660.5	664.8	4.3
Sacramento	7	664.8	668.4	669.9	2.6
California	7	667.8	670.3	673.4	2.8
Sacramento	8	674.9	678.7	680.9	3.0
California	8	676.6	679.5	681.9	2.6
Sacramento	9	683.0	685.9	687.8	2.4
California	9	688.4	689.9	692.4	2.0
Sacramento	10	691.4	694.0	695.6	2.1
California	10	694.9	696.9	698.2	1.7
Sacramento	11	697.5	701.4	703.7	3.1
California	11	699.9	702.2	704.0	2.1

Assessment data are not comparable to data in other states.

Sacramento
SAT/9-Reading
Mean Scale Scores

	Grade	1998	1999	2000	Change in Gap
Sacramento	4				
African American		609.9	615.7	621.4	
Gap		***-31.6***	***-31.9***	***-27.7***	***-3.9***
White		641.5	647.6	649.1	
Gap		***-33.3***	***-31.0***	***-30.4***	***-2.9***
Hispanic		608.2	616.6	618.7	
California	4				
African American		610.9	614.8	619.3	
Gap		***-38.9***	***-37.5***	***-36.6***	***-2.3***
White		649.8	652.3	655.9	
Gap		***-44.9***	***-43.9***	***-43.0***	***-1.9***
Hispanic		604.9	608.4	612.9	
Sacramento	8				
African American		671.3	677.8	675.2	
Gap		***-29.2***	***-19.7***	***-26.7***	***-2.5***
White		700.5	697.5	701.9	
Gap		***-28.0***	***-20.8***	***-23.7***	***-4.3***
Hispanic		672.5	676.7	678.2	
California	8				
African American		671.3	672.8	675.0	
Gap		***-31.5***	***-30.9***	***-30.1***	***-1.4***
White		702.8	703.7	705.1	
Gap		***-36.2***	***-34.9***	***-34.3***	***-1.9***
Hispanic		666.6	668.8	670.8	
Sacramento	10				
African American		673.9	676.4	674.9	
Gap		***-31.8***	***-26.2***	***-29.6***	***-2.2***
White		705.7	702.6	704.5	
Gap		***-28.1***	***-25.1***	***-27.2***	***-0.9***
Hispanic		677.6	677.5	677.3	
California	10				
African American		676.8	676.7	677.7	
Gap		***-29.4***	***-29.1***	***-29.3***	***-0.1***
White		706.2	705.8	707.0	
Gap		***-33.4***	***-32.2***	***-36.2***	***2.8***
Hispanic		672.8	673.6	670.8	

Assessment data are not comparable to data in other states.

Sacramento
SAT/9-Math
Mean Scale Scores

	Grade	1998	1999	2000	Change in Gap
Sacramento	4				
African American		592.0	599.6	611.6	
Gap		*-29.4*	*-29.6*	*-28.6*	*-0.8*
White		621.4	629.2	640.2	
Gap		*-27.3*	*-24.0*	*-26.0*	*-1.3*
Hispanic		594.1	605.2	614.2	
California	4				
African American		595.5	600.5	607.3	
Gap		*-34.7*	*-34.7*	*-35.3*	*0.6*
White		630.2	635.2	642.6	
Gap		*-32.7*	*-32.1*	*-32.5*	*-0.2*
Hispanic		597.5	603.1	610.1	
Sacramento	8				
African American		657.3	663.9	663.2	
Gap		*-33.6*	*-24.4*	*-34.5*	*0.9*
White		690.9	688.3	697.7	
Gap		*-29.2*	*-20.6*	*-29.1*	*-0.1*
Hispanic		661.7	667.7	668.6	
California	8				
African American		595.5	600.5	607.3	
Gap		*-95.1*	*-93.0*	*-88.9*	*-6.2*
White		690.6	693.5	696.2	
Gap		*-31.3*	*-30.9*	*-31.1*	*-0.2*
Hispanic		659.3	662.6	665.1	
Sacramento	10				
African American		676.2	678.6	678.7	
Gap		*-27.2*	*-24.9*	*-28.3*	*1.1*
White		703.4	703.5	707.0	
Gap		*-22.2*	*-21.0*	*-21.9*	*-0.3*
Hispanic		681.2	682.5	685.1	
California	10				
African American		679.5	680.3	681.3	
Gap		*-25.6*	*-26.6*	*-26.9*	*1.3*
White		705.1	706.9	708.2	
Gap		*-24.4*	*-24.1*	*-24.2*	*-0.2*
Hispanic		680.7	682.8	684.0	

Endnotes

1. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

2. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

3. The scale score on the SAT/9 ranges from 200 to 900.

Assessment data are not comparable to data in other states.

DISTRICT	**ST. LOUIS**
STATE	**MISSOURI**

STATE READING AND MATH ASSESSMENTS

State Assessments	Missouri Assessment Program	First Year Reported	1997
Grades Tested	3,4,7,8,10, & 11	How Reported	Performance Level

Demographics	**St. Louis**		**Missouri**	
	1995-96	**1998-99**	**1995-96**	**1998-99**
Number of Students	41,720	45,947	889,881	912,445
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	76.7	NA	32.6
Percent of Students with IEPs	15.1	15.2	15.2	14.4
Percent of Students in LEP Programs	NA	3.3	NA	0.8
Percent African American	79.7	79.8	16.1	17.0
Percent Hispanic	0.7	0.8	1.0	1.4
Percent White	18.0	17.4	81.7	80.2
Percent Other	1.7	2.0	1.2	1.4
Number of FTE Teachers	3,152	3,426	57,951	62,222
Student-Teacher Ratio	13.2	13.4	15.4	14.7
Number of Schools	112	113	2,256	2,221
Current Expenditures Per Pupil [1]	$7,696	$7,305	$4,999	$5,565

St. Louis as a Percentage of Missouri's Public Schools	**1995-96**	**1998-99**
Percent of Students	4.7	5.0
Percent of FRPL	NA	11.8
Percent of IEPs	4.6	5.3
Percent of LEPs	NA	21.0
Percent of Schools	5.0	5.1
Percent of Teachers	5.4	5.5
Percent of State Revenue [2]	7.9	7.9

St Louis
Missouri Assessment Program (MAP)[3]
Percent Scoring Proficient and Advanced

	Grade	1997	1998	1999	2000	Annualized Change
Communication Arts						
St Louis	3	NA	10.1	12.0	14.0	2.0
Missouri	3	NA	28.6	28.8	31.7	1.6
St Louis	7	NA	11.7	10.7	12.8	0.6
Missouri	7	NA	30.3	30.5	32.3	1.0
St Louis	11	NA	10.4	10.0	9.6	-0.4
Missouri	11	NA	20.7	23.4	22.8	1.1
Math						
St Louis	4	10.6	11.8	17.6	17.9	2.5
Missouri	4	34.1	31.8	35.3	36.7	0.9
St Louis	8	3.5	3.6	3.0	4.3	0.3
Missouri	8	13.5	12.6	10.4	14.1	0.2
St Louis	10	5.7	3.0	6.3	3.2	-0.8
Missouri	10	11.4	7.0	9.7	10.3	-0.4

Endnotes

1. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

2. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

3. The Communication Arts assessment was not administered to grades 3,7, and 11 until 1998.

Assessment data are not comparable to data in other states.

DISTRICT ST. PAUL
STATE MINNESOTA

STATE READING AND MATH ASSESSMENTS

State Assessment	Minnesota Comprehensive Assessment & Basic Skills Test	First Year Reported	1998
Grades Tested	3,5, & 8	How Reported	Scale Score

Demographics [1]	St. Paul		Minnesota	
	1995-96	1998-99	1995-96	1998-99
Number of Students	42,520	45,349	835,166	855,119
Percent Free & Reduced Price Lunch Eligible (FRPL)	55.0*	62.8*	NA	26.2*
Percent of Students with IEPs	15.6*	13.4*	12.4	12.3*
Percent of Students in LEP Programs	20.5*	27.4*	NA	3.7*
Percent African American	21.2	22.8	4.8	5.8
Percent Hispanic	6.8	8.3	2.0	2.6
Percent White	45.9	37.5	87.4	84.8
Percent Other	26.2	31.5	5.8	6.7
Number of FTE Teachers	2,203	2,244	46,971	50,565
Student-Teacher Ratio	19.3	20.2	17.8	16.9
Number of Schools	68*	73*	2,157	2,054
Current Expenditures Per Pupil [2]	$6,649	$7,085	$5,801	$6,388

St. Paul as a Percentage of Minnesota's Public Schools	1995-96	1998-99
Percent of Students	5.1	5.3
Percent of FRPL	NA	17.7
Percent of IEPs	6.4	5.8
Percent of LEPs	NA	39.3
Percent of Schools	3.2	3.6
Percent of Teachers	4.7	4.4
Percent of State Revenue [3]	5.9	6.3

St. Paul
Minnesota Comprehensive Assessment (MCA)
Mean Scaled Score

	Grade	1998	1999	2000	Annualized Change
Reading [4]					
St Paul	3	1298	1312	1341	21.5
Minnesota	3	1410	1428	1461	25.5
St Paul	5	1306	1335	1358	26.0
Minnesota	5	1419	1451	1493	37.0
Math [5]					
St Paul	3	1282	1324	1365	41.5
Minnesota	3	1401	1460	1478	38.5
St Paul	5	1284	1299	1350	33.0
Minnesota	5	1395	1417	1470	37.5

St. Paul
Minnesota Basic Skills Test
Mean Scaled Score

	Grade	1998	1999	2000	Annualized Change
Reading [6]					
St Paul	8	584	590	594	5.0
Minnesota	8	606	612	618	6.0
Math [7]					
St Paul	8	580	583	586	3.0
Minnesota	8	613	613	613	0.0

Endnotes

1. Asterisk indicates that NCES data have been replaced with data provided by the school district.

2. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

3. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

4. The scale score on the MCA reading test ranges from approximately 300 to 2100.

5. The scale score on the MCA math test ranges from approximately 300-2200.

6. The scale score on the MBST reading test ranges from 386 from 750.

7. The scale score on the MBST math test ranges from 333 to 780.

Assessment data are not comparable to data in other states.

DISTRICT	**SALT LAKE CITY**
STATE	**UTAH**

STATE READING AND MATH ASSESSMENTS

State Assessment	Stanford Achievement Test, Ninth Edition (SAT/9)	First Year Reported	1997
Grades Tested	3,5,8, & 11	How Reported	National Percentile

Demographics [1]	Salt Lake City		Utah	
	1995-96	1998-99	1995-96	1998-99
Number of Students	25,712	25,521	477,121	481,176
Percent Free & Reduced Price Lunch Eligible (FRPL)	45.3*	50.3*	NA	27.9
Percent of Students with IEPs	13.1	12.8	11.2	11.5
Percent of Students in LEP Programs	NA	26.8	NA	8.0
Percent African American	2.7*	3.2	0.7	0.8
Percent Hispanic	18.3*	24.4*	5.3	7.2
Percent White	67.8	60.6	90.4	87.9
Percent Other	11.2	11.8*	3.6	4.0
Number of FTE Teachers	1,216*	1,247*	20,039	21,501
Student-Teacher Ratio	19.9	19.0	23.8	22.4
Number of Schools	40	41	735	769
Current Expenditures Per Pupil [2]	$4,595	$4,682	$3,604	$3,969

Salt Lake City as a Percentage of Utah's Public Schools	1995-96	1998-99
Percent of Students	5.4	5.3
Percent of FRPL	NA	9.4
Percent of IEPs	6.3	5.9
Percent of LEPs	NA	26.8
Percent of Schools	5.4	5.3
Percent of Teachers	6.1	6.2
Percent of State Revenue [3]	4.4	4.6

Salt Lake City[4]
SAT-9[5]
National Percentile[6]

	Grade	1997	1998	1999	2000	Annualized Change in NCEs
Reading						
	5	41	35	39	NA	-0.6
	8	47	46	42	NA	-1.3
	11	60	59	56	NA	-1.1
Math						
	5	48	40	44	NA	-1.1
	8	57	58	52	NA	-1.3
	11	67	68	69	NA	0.6

Salt Lake City
SAT-9
National Percentile

	Grade	1997	1998	1999	2000	Change in Gap
Reading						
	5					
Minority[7]		18	18	20	NA	
Gap		*-38*	*-33*	*-36*	*NA*	*-2.0*
Non-Minority		56	51	56	NA	
	8					
Minority		24	22	22	NA	
Gap		*-35*	*-37*	*-36*	*NA*	*1.0*
Non-Minority		59	59	58	NA	
	11					
Minority		39	39	38	NA	
Gap		*-28*	*-30*	*-28*	*NA*	*0.0*
Non-Minority		67	69	66	NA	
Math						
	5					
Minority		22	24	25	NA	
Gap		*-36*	*-28*	*-33*	*NA*	*-3.0*
Non-Minority		58	52	58	NA	
	8					
Minority		32	28	29	NA	
Gap		*-36*	*-42*	*-36*	*NA*	*0.0*
Non-Minority		68	70	65	NA	
	11					
Minority		44	50	55	NA	
Gap		*-28*	*-24*	*-19*	*NA*	*-9.0*
Non-Minority		72	74	74	NA	

Endnotes

1. Asterisk indicates that NCES data have been replaced with data provided by the school district.

2. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

3. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

4. Data for 2000 on Utah and Salt Lake City have been omitted because of reporting inconsistencies.

5. The percentage of 11th graders in Salt Lake City who were tested increased 5% between 1997 and 1999; the percentage of 8th graders tested increased 3.9%; and the percentage of 5th graders increased 3.2% . Officials from the Salt Lake City school district indicate that declining annualized test scores for this period were offset by changes in the number and demographics of the students tested.

6. Annualized change indices have been presented in Normal Curve Equivalents.

7. Minority includes Limited English Proficient students who comprise approximately 27% of total student enrollment. Gaps between Minority and non-Minority students, therefore, are skewed by English language proficiency.

DISTRICT **SAN DIEGO**
STATE **CALIFORNIA**

STATE READING AND MATH ASSESSMENTS

State Assessment	Stanford Achievement Test, Ninth Edition (SAT/9)	First Year Reported	1998
Grades Tested	3-11	How Reported	Mean Scale Score

Demographics	San Diego		California	
	1995-96	1998-99	1995-96	1998-99
Number of Students	130,360	138,433	5,536,406	5,925,964
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	61.0	NA	46.8
Percent of Students with IEPs	10.2	10.5	10.5	10.9
Percent of Students in LEP Programs	NA	27.8	NA	23.6
Percent African American	16.9	16.7	8.8	8.6
Percent Hispanic	33.3	36.2	38.7	40.7
Percent White	30.0	28.2	40.4	37.3
Percent Other	19.8	18.9	12.1	11.7
Number of FTE Teachers	5,786	6,945	230,849	281,686
Student-Teacher Ratio	22.5	19.9	24.0	21.0
Number of Schools	164	174	7,876	8,334
Current Expenditures Per Pupil [1]	$5,328	$5,436	$4,937	$5,644

San Diego as a Percentage of California's Public Schools	1995-96	1998-99
Percent of Students	2.4	2.3
Percent of FRPL	NA	3.0
Percent of IEPs	2.3	2.3
Percent of LEPs	NA	2.8
Percent of Schools	2.1	2.1
Percent of Teachers	2.5	2.5
Percent of State Revenue [2]	2.1	2.0

San Diego
SAT/9
Mean Scale Score [3]

	Grade	1998	1999	2000	Annualized Change
Reading					
San Diego	3	602.2	610.6	613.1	5.5
California	3	600.2	604.3	608.5	4.2
San Diego	4	628.2	630.6	635.7	3.8
California	4	627.3	629.7	633.1	2.9
San Diego	5	645.9	647.2	647.7	0.9
California	5	643.8	645.2	647.1	1.7
San Diego	6	656.6	659.1	660.5	2.0
California	6	656.2	658.1	659.7	1.8
San Diego	7	671.1	672.1	676.1	2.5
California	7	671.3	672.4	674.4	1.6
San Diego	8	684.1	687.1	689.3	2.6
California	8	684.9	686.3	687.9	1.5
San Diego	9	686.7	686.8	691.0	2.2
California	9	684.2	684.5	685.9	0.9
San Diego	10	691.5	693.7	695.4	2.0
California	10	689.7	690.0	691.2	0.8
San Diego	11	699.9	700.6	703.0	1.6
California	11	697.4	696.9	697.9	0.3
Math					
San Diego	3	595.1	606.1	610.1	7.5
California	3	590.7	598.4	606.5	7.9
San Diego	4	616.1	620.2	627.0	5.5
California	4	614.2	619.0	625.7	5.8
San Diego	5	641.8	643.3	646.2	2.2
California	5	638.6	642.4	647.8	4.6
San Diego	6	656.5	659.7	662.0	2.8
California	6	656.3	660.5	664.8	4.3
San Diego	7	667.8	668.9	671.9	2.1
California	7	667.8	670.3	673.4	2.8
San Diego	8	674.6	677.3	678.9	2.2
California	8	676.6	679.5	681.9	2.7
San Diego	9	689.2	690.4	695.4	3.1
California	9	688.4	689.9	692.4	2.0
San Diego	10	694.8	698.4	699.7	2.5
California	10	694.9	696.9	698.2	1.7
San Diego	11	700.5	705.2	708.7	4.1
California	11	699.9	702.2	704.0	2.1

Assessment data are not comparable to data in other states.

San Diego
SAT/9-Reading
Mean Scale Scores

	Grade	1998	1999	2000	Change in Gap
San Diego	4				
African American		614.1	618.7	626.0	
Gap		*-42.8*	*-42.1*	*-29.9*	*-12.9*
White		656.9	660.8	655.9	
Gap		*-52.2*	*-53.3*	*-42.4*	*-9.8*
Hispanic		604.7	607.5	613.5	
California	4				
African American		610.9	614.8	619.3	
Gap		*-38.9*	*-37.5*	*-36.6*	*-2.3*
White		649.8	652.3	655.9	
Gap		*-44.9*	*-43.9*	*-43.0*	*-1.9*
Hispanic		604.9	608.4	612.9	
San Diego	8				
African American		672.6	674.0	679.2	
Gap		*-35.3*	*-36.0*	*-25.9*	*-9.4*
White		707.9	710.0	705.1	
Gap		*-41.7*	*-39.8*	*-33.6*	*-8.1*
Hispanic		666.2	670.2	671.5	
California	8				
African American		671.3	672.8	675.0	
Gap		*-31.5*	*-30.9*	*-30.1*	*-1.4*
White		702.8	703.7	705.1	
Gap		*-36.2*	*-34.9*	*-34.3*	*-1.9*
Hispanic		666.6	668.8	670.8	
San Diego	10				
African American		677.0	680.0	681.5	
Gap		*-38.8*	*-36.4*	*-25.5*	*-13.3*
White		715.8	716.4	707.0	
Gap		*-40.5*	*-39.2*	*-28.4*	*-12.1*
Hispanic		675.3	677.2	678.6	
California	10				
African American		676.8	676.7	677.7	
Gap		*-29.4*	*-29.1*	*-37.8*	*8.4*
White		706.2	705.8	715.5	
Gap		*-33.4*	*-32.2*	*-44.7*	*11.3*
Hispanic		672.8	673.6	670.8	

Assessment data are not comparable to data in other states.

San Diego
SAT/9-Math
Mean Scale Scores

	Grade	1998	1999	2000	Change in Gap
San Diego	4				
African American		599.5	604.8	612.5	
Gap		*-38.4*	*-38.2*	*-35.2*	*-3.2*
White		637.9	643.0	647.7	
Gap		*-40.6*	*-39.7*	*-37.0*	*-3.6*
Hispanic		597.3	603.3	610.7	
California	4				
African American		595.5	600.5	607.3	
Gap		*-34.7*	*-34.7*	*-35.3*	*0.6*
White		630.2	635.2	642.6	
Gap		*-32.7*	*-32.1*	*-32.5*	*-0.2*
Hispanic		597.5	603.1	610.1	
San Diego	8				
African American		658.7	658.9	661.3	
Gap		*-35.0*	*-37.4*	*-38.7*	*3.7*
White		693.7	696.3	700.0	
Gap		*-36.0*	*-35.0*	*-38.0*	*2.0*
Hispanic		657.7	661.3	662.0	
California	8				
African American		595.5	600.5	607.3	
Gap		*-95.1*	*-93.0*	*-88.9*	*-6.2*
White		690.6	693.5	696.2	
Gap		*-31.3*	*-30.9*	*-31.1*	*-0.2*
Hispanic		659.3	662.6	665.1	
San Diego	10				
African American		677.8	682.8	683.2	
Gap		*-33.2*	*-31.9*	*-32.3*	*-0.9*
White		711.0	714.7	715.5	
Gap		*-28.9*	*-31.3*	*-30.0*	*1.1*
Hispanic		682.1	683.4	685.5	
California	10				
African American		679.5	680.3	681.3	
Gap		*-25.6*	*-26.6*	*-26.9*	*1.3*
White		705.1	706.9	708.2	
Gap		*-24.4*	*-24.1*	*-24.2*	*-0.2*
Hispanic		680.7	682.8	684.0	

Endnotes

1. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

2. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

3. The scale score on the SAT/9 ranges from 200 to 900.

Assessment data are not comparable to data in other states.

DISTRICT SAN FRANCISCO
STATE CALIFORNIA

STATE READING AND MATH ASSESSMENTS

State Assessment	Stanford Achievement Test, Ninth Edition (SAT/9)	First Year Reported	1998
Grades Tested	3-11	How Reported	Mean Scale Score

Demographics [1]	San Francisco		California	
	1995-96	1998-99	1995-96	1998-99
Number of Students	61,734*	61,054*	5,536,406	5,925,964
Percent Free & Reduced Price Lunch Eligible (FRPL)	60.6*	57.0	NA	46.8
Percent of Students with IEPs	10.8	11.2	10.5	10.9
Percent of Students in LEP Programs	30.5*	31.6*	NA	23.6
Percent African American	17.5	16.0	8.8	8.6
Percent Hispanic	20.5	21.3	38.7	40.7
Percent White	13.1	12.2	40.4	37.3
Percent Other	48.9	50.6	12.1	11.7
Number of FTE Teachers	2,972	3,122	230,849	281,686
Student-Teacher Ratio	20.8	19.6	24.0	21.0
Number of Schools	111	116	7,876	8,334
Current Expenditures Per Pupil [2]	$5,357	$5,668	$4,937	$5,644

San Francisco as a Percentage of California's Public Schools	1995-96	1998-99
Percent of Students	1.1	1.0
Percent of FRPL	NA	1.3
Percent of IEPs	1.2	1.1
Percent of LEPs	NA	1.3
Percent of Schools	1.4	1.4
Percent of Teachers	1.3	1.1
Percent of State Revenue [3]	0.8	0.7

San Francisco
SAT/9
Mean Scale Scores[4]

	Grade	1998	1999	2000	Annualized Change
Reading					
San Francisco	3	604.2	608.3	611.5	3.7
California	3	600.2	604.3	608.5	4.2
San Francisco	4	633.6	632.5	639.4	2.9
California	4	627.3	629.7	633.1	2.9
San Francisco	5	649.1	649.2	650.8	0.9
California	5	643.8	645.2	647.1	1.7
San Francisco	6	656.3	659.8	660.3	2.0
California	6	656.2	658.1	659.7	1.8
San Francisco	7	676.5	678.4	678.5	1.0
California	7	671.3	672.4	674.4	1.6
San Francisco	8	688.1	689.8	691.7	1.8
California	8	684.9	686.3	687.9	1.5
San Francisco	9	692.4	692.8	693.8	0.7
California	9	684.2	684.5	685.9	0.8
San Francisco	10	695.9	696.1	696.3	0.2
California	10	689.7	690.0	691.2	0.8
San Francisco	11	704.0	701.9	703.8	-0.1
California	11	697.4	696.9	697.9	0.3
Math					
San Francisco	3	601.1	605.9	612.4	5.7
California	3	590.7	598.4	606.5	7.9
San Francisco	4	625.0	625.9	632.1	3.6
California	4	614.2	619.0	625.7	5.8
San Francisco	5	651.5	651.2	655.4	1.9
California	5	638.6	642.4	647.8	4.6
San Francisco	6	664.1	668.4	669.9	2.9
California	6	656.3	660.5	664.8	4.3
San Francisco	7	680.5	681.2	683.3	1.4
California	7	667.8	670.3	673.4	2.8
San Francisco	8	688.1	690.9	694.5	3.2
California	8	676.6	679.5	681.9	2.6
San Francisco	9	703.8	703.7	708.6	2.4
California	9	688.4	689.9	692.4	2.0
San Francisco	10	707.5	709.0	711.3	1.9
California	10	694.9	696.9	698.2	1.7
San Francisco	11	717.9	716.8	721.4	1.8
California	11	699.9	702.2	704.0	2.1

Assessment data are not comparable to data in other states.

San Francisco
SAT/9-Reading
Mean Scale Scores

	Grade	1998	1999	2000	Change in Gap
San Francisco	4				
African American		608.5	612.5	615.9	
Gap		***-53.7***	***-49.6***	***-57.8***	***4.1***
White		662.2	662.1	673.7	
Gap		***-45.2***	***-47.6***	***-51.0***	***5.8***
Hispanic		617.0	614.5	622.7	
California	4				
African American		610.9	614.8	619.3	
Gap		***-38.9***	***-37.5***	***-36.6***	***-2.3***
White		649.8	652.3	655.9	
Gap		***-44.9***	***-43.9***	***-43.0***	***-1.9***
Hispanic		604.9	608.4	612.9	
San Francisco	8				
African American		672.0	672.7	673.1	
Gap		***-36.9***	***-40.7***	***-40.9***	***4.0***
White		708.9	713.4	714.0	
Gap		***-36.6***	***-36.8***	***-38.1***	***1.5***
Hispanic		672.3	676.6	675.9	
California	8				
African American		671.3	672.8	675.0	
Gap		***-31.5***	***-30.9***	***-30.1***	***-1.4***
White		702.8	703.7	705.1	
Gap		***-36.2***	***-34.9***	***-34.3***	***-1.9***
Hispanic		666.6	668.8	670.8	
San Francisco	10				
African American		677.5	677.5	680.4	
Gap		***-39.9***	***-42.0***	***-37.2***	***-2.7***
White		717.4	719.5	717.6	
Gap		***-34.3***	***-37.2***	***-36.5***	***2.2***
Hispanic		683.1	682.3	681.1	
California	10				
African American		676.8	676.7	677.7	
Gap		***-29.4***	***-29.1***	***-29.3***	***-0.1***
White		706.2	705.8	707.0	
Gap		***-33.4***	***-32.2***	***-36.2***	***2.8***
Hispanic		672.8	673.6	670.8	

Assessment data are not comparable to data in other states.

San Francisco
SAT/9-Math
Mean Scale Scores

	Grade	1998	1999	2000	Change in Gap
San Francisco	4				
African American		591.9	597.6	602.0	
Gap		*-44.5*	*-41.3*	*-47.9*	*3.4*
White		636.4	638.9	649.9	
Gap		*-30.0*	*-33.6*	*-37.0*	*7.0*
Hispanic		606.4	605.3	612.9	
California	4				
African American		595.5	600.5	607.3	
Gap		*-34.7*	*-34.7*	*-35.3*	*0.6*
White		630.2	635.2	642.6	
Gap		*-32.7*	*-32.1*	*-32.5*	*-0.2*
Hispanic		597.5	603.1	610.1	
San Francisco	8				
African American		657.7	660.4	659.6	
Gap		*-45.0*	*-46.6*	*-49.0*	*4.0*
White		702.7	707.0	708.6	
Gap		*-41.8*	*-40.9*	*-41.5*	*-0.3*
Hispanic		660.9	666.1	667.1	
California	8				
African American		595.5	600.5	607.3	
Gap		*-95.1*	*-93.0*	*-88.9*	*-6.2*
White		690.6	693.5	696.2	
Gap		*-31.3*	*-30.9*	*-31.1*	*-0.2*
Hispanic		659.3	662.6	665.1	
San Francisco	10				
African American		677.6	678.8	684.8	
Gap		*-42.7*	*-43.3*	*-38.1*	*-4.6*
White		720.3	722.1	722.9	
Gap		*-35.7*	*-36.6*	*-34.9*	*-0.8*
Hispanic		684.6	685.5	688.0	
California	10				
African American		679.5	680.3	681.3	
Gap		*-25.6*	*-26.6*	*-26.9*	*1.3*
White		705.1	706.9	708.2	
Gap		*-24.4*	*-24.1*	*-24.2*	*-0.2*
Hispanic		680.7	682.8	684.0	

Endnotes

1. Asterisk indicates that NCES data have been replaced with data provided by the school district.
2. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.
3. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.
4. The scale score on the SAT/9 ranges from 200 to 900.

Assessment data are not comparable to data in other states.

DISTRICT **SEATTLE**
STATE **WASHINGTON**

STATE READING AND MATH ASSESSMENTS

State Assessment [1]	Washington Assessment of Student Learning	First Year Reported	1998
Grades Tested	2-11	How Reported	Performance Level & Scale Score

Demographics	Seattle		Washington	
	1995-96	1998-99	1995-96	1998-99
Number of Students	46,757	48,280	956,572	998,053
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	43.0 [2]	NA	NA
Percent of Students with IEPs	9.9	9.9	11.1	13.2
Percent of Students in LEP Programs	NA	NA	NA	NA
Percent African American	23.0	23.0	4.7	5.1
Percent Hispanic	8.0	9.3	7.8	9.1
Percent White	41.1	40.4	78.3	76.1
Percent Other	27.9	27.2	9.1	9.7
Number of FTE Teachers	2,420	2,439	46,907	49,671
Student-Teacher Ratio	19.3	19.8	20.4	20.1
Number of Schools	114	118	2,124	2,066
Current Expenditures Per Pupil [3]	$6,723	$6,678	$5,611	$6,040

Seattle as a Percentage of Washington's Public Schools	1995-96	1998-99
Percent of Students	4.9	4.8
Percent of FRPL	NA	NA
Percent of IEPs	4.4	4.5
Percent of LEPs	NA	NA
Percent of Schools	5.4	5.7
Percent of Teachers	5.2	4.9
Percent of State Revenue [4]	4.7	4.7

Seattle
Washington Assessment of Student Learning (WASL)
Percent Meeting Standard

	Grade	1998	1999	2000	Annualized Change
Reading					
Seattle	4	52.3	56.0	63.6	5.7
Washington	4	55.6	59.1	65.8	5.1
Seattle	7	33.8	40.1	39.8	3.0
Washington	7	38.4	40.8	41.5	1.6
Seattle	10	NA	36.0	49.8	13.8
Washington	10	NA	51.4	59.8	8.4
Math					
Seattle	4	34.8	35.8	44.3	4.8
Washington	4	31.2	37.3	41.8	5.3
Seattle	7	21.8	26.9	30.9	4.6
Washington	7	20.1	24.2	28.2	4.1
Seattle	10	NA	24.8	32.2	7.4
Washington	10	NA	33.0	35.0	2.0

Seattle
ITBS [5]
National Percentile

		1999	2000	Annualized Change in NCEs
Reading				
Seattle	3	59	60	0.5
Washington	3	55	56	0.6
Seattle	6	NA	57	NA
Washington	6	NA	54	NA
Seattle	9	NA	52	NA
Washington	9	NA	54	NA
Math				
Seattle	3	69	69	0.0
Washington	3	60	63	1.7
Seattle	6	NA	60	NA
Washington	6	NA	56	NA
Seattle	9	NA	NA	NA
Washington	9	NA	NA	NA

Assessment data are not comparable to data in other states.

Seattle
WASL-Reading
Percent Meeting Standard

	Grade	1998	1999	2000	Change in Gap
Seattle	4				
African American		23.0	22.1	20.2	
Gap		***-28.6***	***-29.4***	***-31.6***	***3.0***
White		51.6	51.5	51.8	
Gap		***-21.5***	***-25.0***	***-20.1***	***-1.4***
Hispanic		30.1	26.5	31.7	
Washington	4				
African American		35.4	39.3	47.7	
Gap		***-26.1***	***-26.0***	***-24.1***	***-2.0***
White		61.5	65.3	71.8	
Gap		***-33.9***	***-34.0***	***-32.4***	***-1.5***
Hispanic		27.6	31.3	39.4	
Seattle	7				
African American		12.2	16.7	15.4	
Gap		***-40.9***	***-45.9***	***-42.7***	***1.8***
White		53.1	62.6	58.1	
Gap		***-32.3***	***-34.5***	***-24.6***	***-7.7***
Hispanic		20.8	28.1	33.5	
Washington	7				
African American		17.2	21.3	25.9	
Gap		***-17.1***	***-19.5***	***-20.8***	***3.7***
White		34.3	40.8	46.7	
Gap		***-19.8***	***-21.5***	***-23.9***	***4.1***
Hispanic		14.5	19.3	22.8	
Seattle	10				
African American		NA	15.1	11.6	
Gap		***NA***	***-31.3***	***-29.8***	***-1.5***
White		NA	46.4	41.4	
Gap		***NA***	***-28.5***	***-20.6***	***-7.9***
Hispanic		NA	17.9	20.8	
Washington	10				
African American		NA	22.4	17.0	
Gap		***NA***	***-23.7***	***-18.7***	***-5.0***
White		NA	46.1	35.7	
Gap		***NA***	***-25.3***	***-23.0***	***-2.3***
Hispanic		NA	20.8	12.7	

Assessment data are not comparable to data in other states.

Seattle
WASL-Math
Percent Meeting Standard

	Grade	1998	1999	2000	Change in Gap
Seattle	4				
African American		14.2	12.0	17.2	
Gap		***-38.3***	***-43.1***	***-45.7***	***7.4***
White		52.5	55.1	62.9	
Gap		***-29.0***	***-32.1***	***-31.4***	***2.4***
Hispanic		23.5	23.0	31.5	
Washington	4				
African American		13.0	15.3	18.7	
Gap		***-22.4***	***-27.2***	***-28.5***	***6.1***
White		35.4	42.5	47.2	
Gap		***-7.8***	***-11.2***	***-7.8***	***0.0***
Hispanic		27.6	31.3	39.4	
Seattle	7				
African American		2.3	4.7	6.3	
Gap		***-32.7***	***-41.8***	***-41.9***	***9.2***
White		35.0	46.5	48.2	
Gap		***-24.1***	***-31.1***	***-26.7***	***2.6***
Hispanic		10.9	15.4	21.5	
Washington	7				
African American		17.5	19.5	20.4	
Gap		***-16.8***	***-21.3***	***-26.3***	***9.5***
White		34.3	40.8	46.7	
Gap		***-19.8***	***-21.5***	***-23.9***	***4.1***
Hispanic		14.5	19.3	22.8	
Seattle	10				
African American		NA	5.4	8.3	
Gap		***NA***	***-35.9***	***-40.2***	***4.3***
White		NA	41.3	48.5	
Gap		***NA***	***-30.4***	***-26.4***	***-4.0***
Hispanic		NA	10.9	22.1	
Washington	10				
African American		NA	22.4	17.0	
Gap		***NA***	***-23.7***	***-18.7***	***-5.0***
White		NA	46.1	35.7	
Gap		***NA***	***-25.3***	***-23.0***	***-2.3***
Hispanic		NA	20.8	12.7	

Endnotes

1. Washington also requires reading and math assessments using the Iowa Test of Basic Skills (ITBS)/Iowa Test of Educational Development (ITED). The Washington Assessment of Student Learning is used to test students in grades 4,7, & 10.

2. Free and Reduced Price Lunch eligibility is for the 1996-97 school year.

3. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

4. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

5. Grades 3,8, and 11 were tested in 1998-99. Grades 3,6, and 9 were tested in 1999-00. Grade 9 students took the Qualitative Thinking assessment rather than Math.

Assessment data are not comparable to data in other states.

DISTRICT TOLEDO
STATE OHIO

STATE READING AND MATH ASSESSMENTS

State Assessment	Ohio Proficiency Tests	First Year Reported	1996
Grades Tested	4,6, 9, & 12	How Reported	Percent Passing

Demographics	Toledo		Ohio	
	1995-96	1998-99	1995-96	1998-99
Number of Students	39,193	39,132	1,836,015	1,842,559
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	54.0	NA	27.2
Percent of Students with IEPs	4.7	15.2	3.7	12.0
Percent of Students in LEP Programs	NA	NA	NA	NA
Percent African American	43.7	45.2	15.3	15.8
Percent Hispanic	6.2	6.4	1.4	1.5
Percent White	49.3	47.5	82.2	81.5
Percent Other	0.9	0.8	1.1	1.2
Number of FTE Teachers	2,512	2,578	107,347	113,986
Student-Teacher Ratio	15.6	15.4	17.1	16.2
Number of Schools	64	69	3,865	3,732
Current Expenditures Per Pupil [1]	$6,154	$6,419	$5,669	$6,198

Toledo as a Percentage of Ohio's Public Schools	1995-96	1998-99
Percent of Students	2.1	2.1
Percent of FRPL	NA	4.2
Percent of IEPs	2.7	2.7
Percent of LEPs	NA	NA
Percent of Schools	1.7	1.8
Percent of Teachers	2.3	2.3
Percent of State Revenue [2]	2.6	2.7

Toledo
State Proficiency Test
Percent Proficient

	Grade	1996	1997	1998	1999	2000	Annualized Change
Reading							
Toledo	4	28.7	33.4	23.6	37.3	35.0	1.6
Ohio	4	45.6	51.7	47.1	59.2	58.2	3.2
Toledo	6	23.8	30.5	29.9	35.4	34.6	2.7
Ohio	6	43.2	45.8	52.6	52.1	53.2	2.5
Toledo	9	71.1	74.2	76.7	81.1	76.8	1.4
Ohio	9	85.3	86.1	86.6	88.7	89.1	1.0
Toledo	12	55.1	52.2	45.1	48.7	40.1	-3.8
Ohio	12	67.9	68.2	66.7	68.6	65.9	-0.5
Math							
Toledo	4	25.2	19.5	20.1	27.4	24.4	-0.2
Ohio	4	44.4	39.3	41.7	50.6	48.9	1.1
Toledo	6	21.8	30.3	23.5	31.4	33.2	2.9
Ohio	6	44.4	49.7	46.9	51.4	54.4	2.5
Toledo	9	33.4	38.3	39.4	44.0	43.9	2.6
Ohio	9	64.1	64.5	65.0	68.8	70.4	1.6
Toledo	12	29.1	28.5	28.3	29.1	33.9	1.2
Ohio	12	47.9	47.4	50.1	53.8	59.0	2.8

Assessment data are not comparable to data in other states.

Toledo
State Proficiency Test-Reading
Percent Proficient By Race/Ethnicity

	Grade	1998	1999	2000	Change in Gap
Toledo	4				
African American		11.3	23.8	24.8	
Gap		***-22.9***	***-27.4***	***-21.4***	***4.5***
White		34.2	51.2	46.2	
Gap		***-11.9***	***-20.5***	***-16.5***	***8.6***
Hispanic		22.3	30.7	29.7	
Ohio	4				
African American		19.6	32.4	29.7	
Gap		***-33.2***	***-32.4***	***-34.6***	***1.4***
White		52.8	64.8	64.3	
Gap		***-22.6***	***-22.8***	***-20.5***	***-2.1***
Hispanic		30.2	42.0	43.8	
Toledo	6				
African American		21.0	22.9	21.2	
Gap		***-17.4***	***-23.7***	***-24.9***	***7.5***
White		38.4	46.6	46.1	
Gap		***-21.5***	***-17.9***	***-14.4***	***-7.1***
Hispanic		16.9	28.7	31.7	
Ohio	6				
African American		24.9	23.9	24.4	
Gap		***-33.1***	***-33.7***	***-35.2***	***2.1***
White		58.0	57.6	59.6	
Gap		***-26.5***	***-26.7***	***-20.1***	***-6.4***
Hispanic		31.5	30.9	39.5	
Toledo	9				
African American		69.8	73.6	68.5	
Gap		***-15.2***	***-14.8***	***-17.0***	***1.8***
White		85.0	88.4	85.5	
Gap		***-17.4***	***-9.3***	***-14.3***	***-3.1***
Hispanic		67.6	79.1	71.2	
Ohio	9				
African American		68.2	72.1	72.9	
Gap		***-22.5***	***-20.2***	***-19.9***	***-2.6***
White		90.7	92.3	92.8	
Gap		***-20.3***	***-17.5***	***-14.3***	***-6.0***
Hispanic		70.4	74.8	78.5	

Assessment data are not comparable to data in other states.

Toledo
State Proficiency Test-Math
Percent Proficient By Race/Ethnicity

	Grade	1998	1999	2000	Change in Gap
Toledo	4				
African American		7.2	11.6	13.8	
Gap		***-23.5***	***-31.9***	***-22.1***	***-1.4***
White		30.7	43.5	35.9	
Gap		***-9.5***	***-20.6***	***-14.7***	***5.2***
Hispanic		21.2	22.9	21.2	
Ohio	4				
African American		14.6	21.7	19.1	
Gap		***-32.6***	***-34.9***	***-35.7***	***3.1***
White		47.2	56.6	54.8	
Gap		***-20.8***	***-21.7***	***-21.9***	***1.1***
Hispanic		26.4	34.9	32.9	
Toledo	6				
African American		11.7	17.0	19.9	
Gap		***-22.0***	***-26.4***	***-24.7***	***2.7***
White		33.7	43.4	44.6	
Gap		***-14.9***	***-14.7***	***-14.9***	***0.0***
Hispanic		18.8	28.7	29.7	
Ohio	6				
African American		15.6	18.5	22.3	
Gap		***-37.2***	***-39.3***	***-39.0***	***1.8***
White		52.8	57.8	61.3	
Gap		***-27.7***	***-27.5***	***-20.8***	***-6.9***
Hispanic		25.1	30.3	40.5	
Toledo	9				
African American		24.0	27.6	28.6	
Gap		***-32.0***	***-32.7***	***-29.1***	***-2.9***
White		56.0	60.3	57.7	
Gap		***-24.1***	***-23.3***	***-14.8***	***-9.3***
Hispanic		31.9	37.0	42.9	
Ohio	9				
African American		28.9	33.0	36.4	
Gap		***-43.9***	***-43.3***	***-41.3***	***-2.6***
White		72.8	76.3	77.7	
Gap		***-34.1***	***-29.5***	***-26.7***	***-7.4***
Hispanic		38.7	46.8	51.0	

Endnotes

1. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

2. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

Assessment data are not comparable to data in other states.

DISTRICT	**TUCSON**
STATE	**ARIZONA**

STATE READING AND MATH ASSESSMENTS

State Assessment [1]	Arizona Instrument to Measure Standards (AIMS)	First Year Reported	1999
Grades Tested	2-11	How Reported	Normal Curve Equivalents

Demographics [2]	Tucson		Arizona	
	1995-96	**1998-99**	**1995-96**	**1998-99**
Number of Students	62,317	62,670	743,566	848,262
Percent Free & Reduced Price Lunch Eligible (FRPL)	55.0*	58.0*	NA	NA
Percent of Students with IEPs	9.6	10.8	9.7	10.2
Percent of Students in LEP Programs	10.4*	13.0*	NA	NA
Percent African American	6.5	6.6	4.3	4.5
Percent Hispanic	41.0	42.8	30.0	31.6
Percent White	46.5	44.2	56.9	54.9
Percent Other	6.0	6.4	8.9	8.8
Number of FTE Teachers	3,179	3,447	38,017	42,352
Student-Teacher Ratio	19.6	18.2	19.6	20.0
Number of Schools	110	120	1,133	1,511
Current Expenditures Per Pupil [3]	$4,433	$4,627	$4,476	$4,595

Tucson as a Percentage of Arizona's Public Schools	**1995-96**	**1998-99**
Percent of Students	8.4	7.4
Percent of FRPL	NA	NA
Percent of IEPs	8.3	7.9
Percent of LEPs	NA	NA
Percent of Schools	9.7	7.9
Percent of Teachers	8.4	8.1
Percent of State Revenue [4]	8.4	8.0

Tucson
SAT/9-Reading
National Percentiles [5]

	Grade	1997	1998	1999	2000	Annualized Change in NCEs
Tucson	2	NA	NA	48	43	-2.6
Arizona	2	NA	NA	50	52	1.1
Tucson	3	41	45	45	44	0.5
Arizona	3	44	47	47	48	0.7
Tucson	4	49	49	52	48	-0.2
Arizona	4	52	53	54	54	0.3
Tucson	5	47	47	48	48	0.2
Arizona	5	50	51	51	51	0.2
Tucson	6	48	48	47	45	-0.5
Arizona	6	52	53	54	53	0.2
Tucson	7	49	48	49	46	-0.5
Arizona	7	52	52	53	52	0.0
Tucson	8	53	51	51	49	-0.7
Arizona	8	54	54	54	53	-0.2
Tucson	9	42	43	42	43	0.2
Arizona	9	43	44	43	43	0.0
Tucson	10	42	41	43	41	-0.2
Arizona	10	42	42	42	42	0.0
Tucson	11	47	47	47	50	0.5
Arizona	11	46	46	44	45	-0.2

Assessment data are not comparable to data in other states.

Tucson
SAT/9-Math
National Percentiles [6]

	Grade	1997	1998	1999	2000	Annualized Change in NCEs
Tucson	2	NA	NA	50	44	-3.2
Arizona	2	NA	NA	51	55	2.1
Tucson	3	34	41	41	43	1.7
Arizona	3	41	46	49	52	2.0
Tucson	4	40	43	47	44	0.7
Arizona	4	48	51	54	55	1.2
Tucson	5	40	44	45	48	1.4
Arizona	5	47	51	54	55	1.4
Tucson	6	48	49	50	49	0.2
Arizona	6	54	57	59	60	1.1
Tucson	7	45	46	47	47	0.3
Arizona	7	50	53	55	56	1.1
Tucson	8	48	48	50	50	0.4
Arizona	8	50	52	54	56	1.1
Tucson	9	54	57	55	59	0.9
Arizona	9	54	57	57	59	0.9
Tucson	10	48	49	54	53	0.9
Arizona	10	46	47	49	50	0.7
Tucson	11	52	54	57	61	1.6
Arizona	11	49	51	52	55	1.0

---

[6] *Assessment data are not comparable to data in other states.*

Tucson
Arizona's Instrument to Measure Standards (AIMS)
Percent Meeting/Exceeding Standard

	Grade	1997	1998	1999	2000	Annualized Change
Reading						
Tucson	3	NA	NA	NA	65	NA
Arizona	3	NA	NA	NA	71	NA
Tucson	5	NA	NA	NA	63	NA
Arizona	5	NA	NA	NA	65	NA
Tucson	8	NA	NA	NA	43	NA
Arizona	8	NA	NA	NA	52	NA
Tucson	10	NA	NA	NA	68	NA
Arizona	10	NA	NA	NA	68	NA
Math						
Tucson	3	NA	NA	NA	40	NA
Arizona	3	NA	NA	NA	47	NA
Tucson	5	NA	NA	NA	35	NA
Arizona	5	NA	NA	NA	38	NA
Tucson	8	NA	NA	NA	13	NA
Arizona	8	NA	NA	NA	16	NA
Tucson	10	NA	NA	NA	18	NA
Arizona	10	NA	NA	NA	16	NA

Assessment data are not comparable to data in other states.

Tucson
SAT/9
Normal Curve Equivalents

	Grade	1997	1998	1999	2000	Change in Gap
Reading						
	3					
African American		39.8	40.5	41.5	40.9	
Gap		*-12.4*	*-13.6*	*-12.6*	*-11.6*	*-0.8*
White		52.2	54.1	54.1	52.5	
Gap		*-14.4*	*-13.6*	*-12.4*	*-11.1*	*-3.3*
Hispanic		37.8	40.5	41.7	41.4	
	5					
African American		42.5	43.9	44.2	43.4	
Gap		*-14.6*	*-13.7*	*-13.8*	*-15.6*	*1.0*
White		57.1	57.6	58.0	59.0	
Gap		*-17.6*	*-17.6*	*-17.3*	*-17.8*	*0.2*
Hispanic		39.5	40.0	40.7	41.2	
	8					
African American		45.9	45.7	46.1	42.7	
Gap		*-12.9*	*-12.6*	*-12.2*	*-14.6*	*1.7*
White		58.8	58.3	58.3	57.3	
Gap		*-15.8*	*-15.4*	*-15.2*	*-15.2*	*-0.6*
Hispanic		43.0	42.9	43.1	42.1	
	10					
African American		36.4	35.2	40.2	38.4	
Gap		*-16.7*	*-17.2*	*-13.2*	*-14.9*	*-1.8*
White		53.1	52.4	53.4	53.3	
Gap		*-16.7*	*-16.3*	*-16.9*	*-17.3*	*0.6*
Hispanic		36.4	36.1	36.5	36.0	
Math						
	3					
African American		35.2	38.0	38.8	39.5	
Gap		*-12.4*	*-13.7*	*-12.8*	*-12.1*	*-0.3*
White		47.6	51.7	51.6	51.6	
Gap		*-12.5*	*-13.1*	*-11.8*	*-9.9*	*-2.6*
Hispanic		35.1	38.6	39.8	41.7	
	5					
African American		35.8	39.4	42.1	42.8	
Gap		*-17.3*	*-15.4*	*-13.8*	*-15.0*	*-2.3*
White		53.1	54.8	55.9	57.8	
Gap		*-16.1*	*-16.1*	*-16.0*	*-16.5*	*0.4*
Hispanic		37.0	38.7	39.9	41.3	
	8					
African American		41.6	41.9	43.4	43.9	
Gap		*-14.5*	*-14.3*	*-14.3*	*-13.5*	*-1.0*
White		56.1	56.2	57.7	57.4	
Gap		*-14.8*	*-14.8*	*-14.8*	*-14.4*	*-0.4*
Hispanic		41.3	41.4	42.9	43.0	
	10					
African American		39.9	39.2	43.3	44.1	
Gap		*-14.5*	*-16.5*	*-14.2*	*-14.2*	*-0.3*
White		54.4	55.7	57.5	58.3	
Gap		*-12.3*	*-13.3*	*-12.5*	*-14.2*	*1.9*
Hispanic		42.1	42.4	45.0	44.1	

Endnotes

1. Arizona also requires reading and math assessments on the Stanford Achievement Test, Ninth Edition (SAT/9)

2. Asterisk indicates that NCES data have been replaced with data provided by the school district.

3. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

4. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

5. Annualized change indices are presented in Normal Curve Equivulents.

6. Ibid

Assessment data are not comparable to data in other states.

DISTRICT **TULSA**
STATE **OKLAHOMA**

STATE READING AND MATH ASSESSMENTS

State Assessment [1]	The Oklahoma Core Curriculum Tests	First Year Reported	1999
Grades Tested	5 & 8	How Reported	Performance Level

Demographics	Tulsa		Oklahoma	
	1995-96	1998-99	1995-96	1998-99
Number of Students	41,125	42,852	616,393	628,492
Percent Free & Reduced Price Lunch Eligible (FRPL)	NA	56.5	NA	45.8
Percent of Students with IEPs	15.8	15.7	11.4	12.7
Percent of Students in LEP Programs	NA	4.5	NA	5.3
Percent African American	34.3	35.1	10.5	10.7
Percent Hispanic	5.1	6.8	3.9	4.9
Percent White	51.2	48.2	69.4	67.0
Percent Other	9.5	9.9	16.3	17.4
Number of FTE Teachers	2,457	2,628	39,364	40,886
Student-Teacher Ratio	16.7	16.3	15.7	15.4
Number of Schools	80	80	1,830	1,818
Current Expenditures Per Pupil [2]	$4,735	$4,914	$4,549	$5,033

Tulsa as a Percentage of Oklahoma's Public Schools	1995-96	1998-99
Percent of Students	6.7	6.8
Percent of FRPL	NA	8.4
Percent of IEPs	9.3	8.4
Percent of LEPs	NA	5.7
Percent of Schools	4.4	4.4
Percent of Teachers	6.2	6.4
Percent of State Revenue [3]	6.1	5.5

Tulsa
Oklahoma Core Curriculum Test [4]
Percent Satisfacotry/Advanced

	Grade	1999	2000	Annualized Change
Reading				
Tulsa	5	72	69	-3.0
Oklahoma	5	80	76	-4.0
Tulsa	8	73	67	-6.0
Oklahoma	8	81	77	-4.0
Math				
Tulsa	5	73	75	2.0
Oklahoma	5	85	85	0.0
Tulsa	8	59	55	-4.0
Oklahoma	8	75	71	-4.0

Endnotes

1. The Oklahoma state assessment program no longer uses a norm-referenced test. Oklahoma previously administered the ITBS in grades 3 & 7.

2. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

3. Percent of State Revenue data for the 1998-99 school year is from the 1997 fiscal year.

4. The Oklahoma Core Curriculum Testing program changed testing companies in 1998. Previous results are not comparable, therefore, and have been omitted.

Assessment data are not comparable to data in other states.

DISTRICT WASHINGTON D.C.

READING AND MATH ASSESSMENTS

Assessment	Stanford Achievement Test, Ninth Edition (SAT/9)	First Year Reported	1997
Grades Tested	1-11	How Reported	Performance Level

Demographics [1]	Washington, D.C. 1995-96	Washington, D.C. 1998-99
Number of Students	79,802	71,889
Percent Free & Reduced Price Lunch	NA	NA
Percent of Students with IEPs	8.9	11.4
Percent of Students in LEP Programs	6.1*	7.0*
Percent African American	87.6	85.9
Percent Hispanic	7.0	8.3
Percent White	4.0	4.3
Percent Other	1.4	1.6
Number of FTE Teachers	5,305	5,187
Student-Teacher Ratio	15.0	13.9
Number of Schools	186	164
Current Expenditures Per Pupil [2]	$8,510	$8,048

NOT APPLICABLE

Washington, D.C.
SAT-9
Percent Proficient/Above

	Grade	1997	1998	1999	2000	Annualized Change
Reading						
	1	39	47	42	45	2.0
	2	20	25	25	28	2.7
	3	29	32	30	34	1.7
	4	20	29	28	32	4.0
	5	20	25	24	26	2.0
	6	26	29	26	32	2.0
	7	NA	22	23	26	2.0
	8	22	30	28	30	2.7
	9	NA	14	16	15	0.5
	10	16	15	13	16	0.0
	11	14	14	13	12	-0.7
Math						
	1	NA	45	39	49	2.0
	2	NA	29	29	37	4.0
	3	25	30	25	35	3.3
	4	NA	25	26	33	4.0
	5	NA	18	21	25	3.5
	6	17	22	20	30	4.3
	7	NA	10	10	14	2.0
	8	9	12	11	15	2.0
	9	NA	11	11	14	1.5
	10	3	4	5	9	2.0
	11	NA	12	10	10	-1.0

Assessment data are not comparable to data in other states.

Washington, D.C.
SAT/9
Percent Proficient/Above

	Grade	1997	1998	1999	2000	Change in Gap
Reading						
	3					
African American		24	29	26	31	
Gap		*-66*	*-62*	*-67*	*-59*	*-7*
White		90	91	93	90	
Gap		*-48*	*-49*	*-51*	*-53*	*5*
Hispanic		42	42	42	37	
	8					
African American		19	27	27	26	
Gap		*-67*	*-65*	*-63*	*-61*	*-6*
White		86	92	90	87	
Gap		*-68*	*-56*	*-63*	*-54*	*-14*
Hispanic		18	36	27	33	
	10					
African American		15	13	10	13	
Gap		*-69*	*-68*	*-69*	*-64*	*-5*
White		84	81	79	77	
Gap		*-72*	*-65*	*-62*	*-64*	*-8*
Hispanic		12	16	17	13	
Math						
	3					
African American		20	27	21	31	
Gap		*-60*	*-59*	*-57*	*-60*	*0*
White		80	86	78	91	
Gap		*-42*	*-39*	*-39*	*-48*	*6*
Hispanic		38	47	39	43	
	8					
African American		7	8	9	11	
Gap		*-62*	*-69*	*-65*	*-71*	*9*
White		69	77	74	82	
Gap		*-61*	*-63*	*-65*	*-63*	*2*
Hispanic		8	14	9	19	
	10					
African American		1	3	2	1	
Gap		*-51*	*-40*	*-54*	*-60*	*9*
White		52	43	56	61	
Gap		*-51*	*-41*	*-50*	*-55*	*4*
Hispanic		1	2	6	6	

Endnotes

1. Asterisk indicates that NCES data have been replaced with data provided by the school district.

2. Current Expenditures Per Pupil for the 1998-99 school year are from the 1997 fiscal year.

Assessment data are not comparable to data in other states.

DATA SOURCES

State Reading and Math Assessments

Source: *Assessment and Accountability in the Fifty States: 1999-2000*, Consortium for Policy Research in Education, April 2000; State and District accountability reports, State website

Grades Tested

Source: *Assessment and Accountability in the Fifty States: 1999-2000*, Consortium for Policy Research in Education, April 2000; State and District accountability reports, State website

First Year Reported

Source: State and District accountability reports, State website

Notes: Baseline year of current test. Trend line may be different for different tests.

How Reported

Source: State and District accountability reports, State website

Notes: States reported data in scale scores, percent above a specified cutoff, percent at or above a performance level, Normal Curve Equivalents or National Percentiles.

Demographics

Source: U.S. Department of Education. National Center for Educational Statistics, *Characteristics of 100 Largest Public Elementary and Secondary School Districts in the United Sates: 1995-96*, NCES 98-214, by Beth Aronstamm Young, Washington DC: 1998.

U.S. Department of Education. National Center for Educational Statistics, *Characteristics of 100 Largest Public Elementary and Secondary School Districts in the United Sates: 1997-98*, NCES 1999-318, by Beth Aronstamm Young, Washington DC: 1999.

U.S. Department of Education. National Center for Educational Statistics, *Characteristics of 100 Largest Public Elementary and Secondary School Districts in the United Sates: 1998-99*, NCES 2000-345, by Beth Aronstamm Young, Washington DC: 2000.

U.S. Department of Education. National Center for Educational Statistics, *Digest of Education Statistics 1997*, NCES 98-015, by Thomas D. Snyder. Production Manager, Charlene M. Hoffman. Program Analyst, Claire M. Geddes. Washington DC: 1997.

U.S. Department of Education. National Center for Educational Statistics, *Digest of Education Statistics 1998*, NCES 1999-036, by Thomas D. Snyder. Production Manager, Charlene M. Hoffman. Program Analyst, Claire M. Geddes. Washington DC: 1999

U.S. Department of Education. National Center for Educational Statistics, *Digest of Education Statistics 2000*, NCES 2001-034, by Thomas D. Snyder. and Charlene M. Hoffman. Washington DC: 2001.

U.S. Department of Education. National Center for Educational Statistics, Common Core of data. Public Elementary/Secondary School Universe Survey, 1998-99, and Local Education Agency Universe Survey, 1998-99.

Notes: State and district data were not both reported in free priced lunch or free and reduced price lunch for 1995-96 or 1998-99. Current Expenditures Per Pupil data for the 1998-99 school year is from the 1997 fiscal year.

[illegible] COMPUTATIONS

Annualized Change

$$\text{Annualized Change} = \frac{\text{(Data from most recent school year – Baseline year)}}{\text{Number of years-1}}$$

Achievement Gaps

African American/White Achievement Gap = African American –White

Hispanic/White Gap = Hispanic-White

Change of Achievement Gaps

Change in Gap = Achievement Gap for the Baseline year – Most current year

Notes: A negative change indicates that the gap is closing. The larger the negative number, the more the gap has closed.

APPENDICES

APPENDIX A: NORMAL CURVE EQUIVALENTS (NCE) CORRESPONDING TO PERCENTILE RANKS

APPENDIX B: DISTRICTS CONTRIBUTING TO N COUNTS

APPENDIX C: GRADES TESTED BY DISTRICT: MATHEMATICS

APPENDIX D: GRADES TESTED BY DISTRICT: READING

APPENDIX A. NORMAL CURVE EQUIVALENTS (NCE) CORRESPONDING TO PERCENTILE RANKS

Percentile Rank	NCE	Percentile Rank	NCE	Percentile Rank	NCE	Percentile Rank	NCE
1	1.0	26	36.5	51	50.5	76	64.9
2	6.7	27	37.1	52	51.1	77	65.6
3	10.4	28	37.7	53	51.6	78	66.3
4	13.1	29	38.3	54	52.1	79	67.0
5	15.4	30	39.0	55	52.6	80	67.7
6	17.3	31	39.6	56	53.2	81	68.5
7	18.9	32	40.2	57	53.7	82	69.3
8	20.4	33	40.7	58	54.3	83	70.1
9	21.8	34	41.3	59	54.8	84	70.9
10	23.0	35	41.9	60	55.3	85	71.8
11	24.2	36	42.5	61	55.9	86	72.8
12	25.3	37	43.0	62	56.4	87	73.7
13	26.3	38	43.6	63	57.0	88	74.7
14	27.2	39	44.1	64	57.5	89	75.8
15	28.2	40	44.7	65	58.1	90	77.0
16	29.1	41	45.2	66	58.7	91	78.2
17	29.9	42	45.7	67	59.3	92	79.6
18	30.7	43	46.3	68	59.8	93	81.1
19	31.5	44	46.8	69	60.4	94	82.7
20	32.3	45	47.4	70	61.0	95	84.6
21	33.0	46	47.9	71	61.7	96	86.9
22	33.7	47	48.4	72	62.3	97	89.6
23	34.4	48	48.9	73	62.9	98	93.3
24	35.1	49	49.5	74	63.5	99	99.0
25	35.8	50	50.0	75	64.2		

APPENDIX B. DISTRICTS CONTRIBUTING TO N COUNTS

Figure Number	1				2			3	4	
Grade Level										
District	a	b	c	d	a	b	e	See App.C	f	g
Albuquerque	x	x	x	x	x	x	x			
Anchorage	x	x	x	x	x	x	x			
Atlanta	x	x	x	x	x	x	x			
Baltimore	x	x	x	x	x	x	x		x	x
Birmingham	x	x	x	x	x	x	x			
Boston	x	x	x	x	x	x	x			
Broward County	x	x	x	x	x	x	x		x	x
Buffalo	x	x	x	x	x	x	x			
Charlotte-Mecklenburg	x	x	x	x	x	x	x		x	x
Chicago	x	x	x	x	x	x	x			
Clark County	x	x	x	x	x	x	x			
Cleveland	x	x	x	x	x	x	x		x	x
Columbus	x	x	x	x	x	x	x		x	x
Dallas	x	x	x	x	x	x	x		x	x
Dayton	x	x	x	x	x	x	x		x	x
Denver										
Des Moines	x		x		x		x			
Detroit	x	x	x	x	x	x	x			
District of Columbia	x		x		x		x		x	x
Fort Worth	x	x	x	x	x	x	x		x	x
Fresno	x	x	x	x	x	x	x		x	x
Greensboro	x	x	x	x	x	x	x		x	x
Hillsborough County	x	x	x	x	x	x	x		x	x
Houston	x	x	x	x	x	x	x		x	x
Indianapolis	x	x	x	x	x	x	x			
Jefferson County	x	x	x	x	x	x	x			
Long Beach	x	x	x	x	x	x	x		x	x
Los Angeles	x	x	x	x	x	x	x		x	x
Miami-Dade County	x	x	x	x	x	x	x		x	x
Milwaukee	x	x	x	x	x	x	x		x	x
Minneapolis	x	x	x	x	x	x	x		x	x
Nashville	x	x	x	x	x	x	x			
New Orleans	x	x	x	x	x	x	x			
New York	x	x	x	x	x	x	x			
Newark	x	x	x	x	x	x	x			
Norfolk	x	x	x	x	x	x	x			
Oakland	x	x	x	x		x	x		x	x
Omaha	x		x		x		x			
Orange County	x	x	x	x	x	x	x		x	x
Philadelphia	x	x	x	x	x	x	x			
Pittsburgh										
Portland	x	x	x	x	x	x	x			
Providence	x	x	x	x	x	x	x			
Richmond	x	x	x	x	x	x	x			
Rochester	x	x	x	x	x	x	x			
Sacramento	x	x	x	x	x	x	x		x	x
Salt Lake City	x		x		x		x		x	x
San Diego	x	x	x	x	x	x	x		x	x
San Francisco	x	x	x	x	x	x	x		x	x
Seattle	x	x	x	x	x	x	x		x	x
St. Louis	x	x	x	x	x	x	x			
St. Paul	x	x	x	x	x	x	x			
Toledo	x	x	x	x	x	x	x		x	x
Tucson	x	x	x	x	x	x	x			
Tulsa	x	x	x	x	x	x	x			
Total Districts	53	49	53	49	53	49	53		26	26

Legend

a = Gains in all grades	f = African American
b = Gain in all grades faster than state	g = Hispanic
c = Gains in half or more of all grades	h = English language learners
d = Gains in half or more of all grades faster than state	i = Students with IEPs
e = grades with declines	

APPENDIX B. DISTRICTS CONTRIBUTING TO N COUNTS (CONTINUED)

Figure Number	5						6		7			
Grade Level	4th		8th		10th							
District	f	g	f	g	f	g	f	g	a	b	c	d
Albuquerque									x	x	x	x
Anchorage									x	x	x	x
Atlanta									x	x	x	x
Baltimore			x	x			x	x	x	x	x	x
Birmingham									x	x	x	x
Boston									x	x	x	x
Broward County	x	x	x	x	x	x	x	x	x	x	x	x
Buffalo									x	x	x	x
Charlotte-Mecklenburg	x	x	x	x			x	x	x	x	x	x
Chicago									x	x	x	x
Clark County									x	x	x	x
Cleveland	x	x					x	x	x	x	x	x
Columbus	x	x					x	x	x	x	x	x
Dallas	x	x	x	x	x	x	x	x	x	x	x	x
Dayton	x	x					x	x	x	x	x	x
Denver									x	x	x	x
Des Moines									x		x	
Detroit									x	x	x	x
District of Columbia			x	x	x	x			x		x	
Fort Worth	x	x	x	x	x	x	x	x	x	x	x	x
Fresno	x	x	x	x	x	x	x	x	x	x	x	x
Greensboro	x	x	x	x			x	x	x	x	x	x
Hillsborough County	x	x	x	x	x	x	x	x	x	x	x	x
Houston	x	x	x	x	x	x	x	x	x	x	x	x
Indianapolis									x	x	x	x
Jefferson County									x	x	x	x
Long Beach	x	x	x	x	x	x	x	x	x	x	x	x
Los Angeles	x	x	x	x	x	x	x	x	x	x	x	x
Miami-Dade County	x	x	x	x	x	x	x	x	x	x	x	x
Milwaukee	x	x	x	x	x	x	x	x	x	x	x	x
Minneapolis			x	x					x	x	x	x
Nashville									x	x	x	x
New Orleans									x	x	x	x
New York									x	x	x	x
Newark									x	x	x	x
Norfolk									x	x	x	x
Oakland	x	x	x	x	x	x	x	x	x	x	x	x
Omaha									x		x	
Orange County	x	x	x	x	x	x	x	x	x	x	x	x
Philadelphia									x	x	x	x
Pittsburgh												
Portland									x	x	x	x
Providence									x	x	x	x
Richmond									x	x	x	x
Rochester									x	x	x	x
Sacramento	x	x	x	x	x	x	x	x	x	x	x	x
Salt Lake City			x	x					x		x	
San Diego	x	x	x	x	x	x	x	x	x	x	x	x
San Francisco	x	x	x	x	x	x	x	x	x	x	x	x
Seattle	x	x			x	x	x	x	x	x	x	x
St. Louis									x	x	x	x
St. Paul									x	x	x	x
Toledo	x	x					x	x	x	x	x	x
Tucson									x	x	x	x
Tulsa									x	x	x	x
Total Districts	22	22	21	21	17	17	23	23	54	50	54	50

Legend

a = Gains in all grades	f = African American
b = Gain in all grades faster than state	g = Hispanic
c = Gains in half or more of all grades	h = English language learners
d = Gains in half or more of all grades faster than state	i = Students with IEPs
e = grades with declines	

APPENDIX B. DISTRICTS CONTRIBUTING TO N COUNTS (CONTINUED)

Figure Number	8			9	10		11					
Grade Level							4th		8th		10th	
District	a	b	c	See App.D	f	g	f	g	f	g	f	g
Albuquerque	x	x	x									
Anchorage	x	x	x									
Atlanta	x	x	x									
Baltimore	x	x	x		x	x			x	x		
Birmingham	x	x	x									
Boston	x	x	x									
Broward County	x	x	x		x	x	x	x	x	x	x	x
Buffalo	x	x	x									
Charlotte-Mecklenburg	x	x	x		x	x	x	x	x	x		
Chicago	x	x	x									
Clark County	x	x	x									
Cleveland	x	x	x		x	x	x	x				
Columbus	x	x	x		x	x	x	x				
Dallas	x	x	x		x	x	x	x	x	x	x	x
Dayton	x	x	x		x	x	x	x				
Denver	x	x	x		x	x						
Des Moines	x		x									
Detroit	x	x	x									
District of Columbia	x		x		x	x			x	x	x	x
Fort Worth	x	x	x		x	x	x	x	x	x	x	x
Fresno	x	x	x		x	x	x	x	x	x	x	x
Greensboro	x	x	x		x	x	x	x	x	x		
Hillsborough County	x	x	x		x	x	x	x	x	x	x	x
Houston	x	x	x		x	x	x	x	x	x	x	x
Indianapolis	x	x	x									
Jefferson County	x	x	x									
Long Beach	x	x	x		x	x	x	x	x	x	x	x
Los Angeles	x	x	x		x	x	x	x	x	x	x	x
Miami-Dade County	x	x	x		x	x	x	x	x	x	x	x
Milwaukee	x	x	x		x	x	x	x	x	x	x	x
Minneapolis	x	x	x		x	x			x	x		
Nashville	x	x	x									
New Orleans	x	x	x									
New York	x	x	x									
Newark	x	x	x									
Norfolk	x	x	x									
Oakland	x	x	x		x	x	x	x	x	x	x	x
Omaha	x		x									
Orange County	x	x	x		x	x	x	x	x	x	x	x
Philadelphia	x	x	x									
Pittsburgh												
Portland	x	x	x									
Providence	x	x	x									
Richmond	x	x	x									
Rochester	x	x	x									
Sacramento	x	x	x		x	x	x	x	x	x	x	x
Salt Lake City	x		x		x	x			x	x		
San Diego	x	x	x		x	x	x	x	x	x	x	x
San Francisco	x	x	x		x	x	x	x	x	x	x	x
Seattle	x	x	x		x	x	x	x			x	x
St. Louis	x	x	x									
St. Paul	x	x	x									
Toledo	x	x	x		x	x	x	x				
Tucson	x	x	x									
Tulsa	x	x	x									
Total Districts	54	50	54		27	27	22	22	21	21	17	17

Legend

a = Gains in all grades	f = African American
b = Gain in all grades faster than state	g = Hispanic
c = Gains in half or more of all grades	h = English language learners
d = Gains in half or more of all grades faster than state	i = Students with IEPs
e = grades with declines	

APPENDIX B. DISTRICTS CONTRIBUTING TO N COUNTS (CONTINUED)

Figure Number	12		13	14	15		16	17	18
Grade Level									
District	f	g			h	i			
Albuquerque			x	x		x	x	x	x
Anchorage			x	x		x	x	x	x
Atlanta			x	x	x	x	x	x	x
Baltimore	x	x	x	x	x	x	x	x	x
Birmingham			x	x	x	x	x	x	x
Boston			x	x	x	x	x	x	x
Broward County	x	x	x	x	x	x	x	x	x
Buffalo			x	x	x	x	x	x	x
Charlotte-Mecklenburg	x	x	x	x	x	x	x	x	x
Chicago			x	x	x	x	x	x	x
Clark County			x	x		x	x	x	x
Cleveland	x	x	x	x	x	x	x	x	x
Columbus	x	x	x	x	x	x	x	x	x
Dallas	x	x	x	x	x	x	x	x	x
Dayton	x	x	x	x	x	x	x	x	x
Denver	x	x	x	x		x	x	x	x
Des Moines			x	x	x	x	x	x	x
Detroit			x	x		x	x	x	x
District of Columbia			x	x		x	x	x	x
Fort Worth	x	x	x	x	x	x	x	x	x
Fresno	x	x	x	x	x	x	x	x	x
Greensboro	x	x	x	x	x	x	x	x	x
Hillsborough County	x	x	x	x	x	x	x	x	x
Houston	x	x	x	x	x	x	x	x	x
Indianapolis			x	x	x	x	x	x	x
Jefferson County			x	x			x	x	x
Long Beach	x	x	x	x	x	x	x	x	x
Los Angeles	x	x	x	x	x	x	x	x	x
Miami-Dade County	x	x	x	x	x	x	x	x	x
Milwaukee	x	x	x	x		x	x	x	x
Minneapolis			x	x	x	x	x	x	x
Nashville			x	x		x	x	x	x
New Orleans			x	x		x	x	x	x
New York			x	x		x	x	x	x
Newark			x	x		x	x	x	x
Norfolk			x	x	x	x	x	x	x
Oakland	x	x	x	x	x	x	x	x	x
Omaha			x	x	x	x	x	x	x
Orange County	x	x	x	x	x	x	x	x	x
Philadelphia			x	x		x	x	x	x
Pittsburgh			x	x		x	x	x	x
Portland			x	x	x	x	x	x	x
Providence			x	x	x	x	x	x	x
Richmond			x	x	x	x	x	x	x
Rochester			x	x	x	x	x	x	x
Sacramento	x	x	x	x	x	x	x	x	x
Salt Lake City			x	x	x	x	x	x	x
San Diego	x	x	x	x	x	x	x	x	x
San Francisco	x	x	x	x	x	x	x	x	x
Seattle	x	x	x	x		x	x	x	x
St. Louis			x	x	x	x	x	x	x
St. Paul			x	x	x	x	x	x	x
Toledo	x	x	x	x	x	x	x	x	x
Tucson			x	x		x	x	x	x
Tulsa			x	x	x	x	x	x	x
Total Districts	24	24	55	55	39	54	55	55	55

Legend

a = Gains in all grades
b = Gain in all grades faster than state
c = Gains in half or more of all grades
d = Gains in half or more of all grades faster than state
e = grades with declines
f = African American
g = Hispanic
h = English language learners
i = Students with IEPs

APPENDIX C. GRADES TESTED BY DISTRICT: MATHEMATICS

District	1	2	3	4	5	6	7	8	9	10	11	12
Albuquerque				x		x		x		x		
Anchorage				x				x			x	
Atlanta			x		x			x			x	
Baltimore			x		x			x				
Birmingham			x	x	x	x	x	x	x	x	x	
Boston				x				x		x		
Broward County					x			x		x	x	
Buffalo				x				x				
Charlotte-Mecklenburg			x	x	x	x	x	x				
Chicago			x		x			x				
Clark County				x				x		x		
Cleveland				x		x			x			x
Columbus				x		x			x			x
Dallas			x	x	x	x	x	x		x		
Dayton				x		x			x			x
Denver												
Des Moines			x	x		x	x	x				
Detroit				x			x				x	
District of Columbia	x	x	x	x	x	x	x	x	x	x	x	
Fort Worth			x	x	x	x	x	x		x		
Fresno			x	x	x	x	x	x	x	x	x	
Greensboro			x	x	x	x	x	x				
Hillsborough County					x			x		x	x	
Houston			x	x	x	x	x	x		x		
Indianapolis			x			x		x		x		
Jefferson County			x			x			x			
Long Beach			x	x	x	x	x	x	x	x	x	
Los Angeles			x	x	x	x	x	x	x	x	x	
Miami-Dade County					x			x		x	x	
Milwaukee				x				x		x		
Minneapolis			x		x			x				
Nashville			x	x	x	x	x	x	x			
New Orleans			x	x	x	x	x	x	x	x		
New York				x				x				
Newark				x				x			x	
Norfolk			x	x	x	x		x	x			
Oakland			x	x	x	x	x	x	x	x	x	
Omaha		x		x		x		x				
Orange County					x			x		x	x	
Philadelphia					x			x			x	
Pittsburgh												
Portland			x					x		x		
Providence				x				x		x		
Richmond			x	x	x	x		x	x			
Rochester				x				x				
Sacramento			x	x	x	x	x	x	x	x	x	
Salt Lake City					x			x			x	
San Diego			x	x	x	x	x	x	x	x	x	
San Francisco			x	x	x	x	x	x	x	x	x	
Seattle			x	x			x			x		
St. Louis				x				x		x		
St. Paul			x		x			x				
Toledo				x		x			x			x
Tucson		x	x	x	x	x	x	x	x	x	x	
Tulsa					x			x				
Total Districts	1	3	29	38	31	28	20	46	19	27	20	4

APPENDIX D. GRADES TESTED BY DISTRICT: READING

District	1	2	3	4	5	6	7	8	9	10	11	12
Albuquerque (Total)				x		x		x		x		
Anchorage				x				x			x	
Atlanta			x		x			x			x	
Baltimore			x		x			x				
Birmingham Total Batt.			x	x	x	x	x	x	x	x	x	
Boston				x				x		x		
Broward County				x				x		x	x	
Buffalo				x				x				
Charlotte-Mecklenburg			x	x	x	x	x	x				
Chicago			x		x			x				
Clark County				x				x		x		
Cleveland				x		x			x			x
Columbus				x		x			x			x
Dallas			x	x	x	x	x	x		x		
Dayton				x		x			x			x
Denver			x	x			x					
Des Moines			x	x		x	x	x				
Detroit				x			x				x	
District of Columbia	x	x	x	x	x	x	x	x	x	x	x	
Fort Worth			x	x	x	x	x	x		x		
Fresno			x	x	x	x	x	x	x	x	x	
Greensboro			x	x	x	x	x	x				
Hillsborough County				x				x		x	x	
Houston			x	x	x	x	x	x		x		
Indianapolis			x			x		x		x		
Jefferson County			x			x			x			
Long Beach			x	x	x	x	x	x	x	x	x	
Los Angeles			x	x	x	x	x	x	x	x	x	
Miami-Dade County				x				x		x	x	
Milwaukee			x	x				x		x		
Minneapolis			x		x			x				
Nashville			x	x	x	x	x	x	x			
New Orleans			x	x	x	x	x	x	x	x		
New York				x				x				
Newark				x				x			x	
Norfolk			x	x	x	x		x	x			
Oakland			x	x	x	x	x	x	x	x	x	
Omaha		x		x		x		x				
Orange County				x				x		x	x	
Philadelphia					x			x			x	
Pittsburgh												
Portland			x		x			x		x		
Providence				x				x				
Richmond			x	x	x	x		x	x			
Rochester				x				x				
Sacramento			x	x	x	x	x	x	x	x	x	
Salt Lake City					x			x			x	
San Diego			x	x	x	x	x	x	x	x	x	
San Francisco			x	x	x	x	x	x	x	x	x	
Seattle			x	x			x			x		
St. Louis			x				x				x	
St. Paul			x		x			x				
Toledo				x		x			x			x
Tucson		x	x	x	x	x	x	x	x	x	x	
Tulsa					x			x				
Total Districts	1	3	32	42	28	28	22	45	19	25	21	4

Council Board of Directors and Member Districts 2000-01

City	Superintendents	Board Members
Albuquerque	Bradford Allison	Dolores Herrera
Anchorage	Carol Comeau	Peggy Robinson
Atlanta	Beverly Hall	Sadie Dennard
Baltimore	Carmen Varela-Russo	J. Tyson Tilden
Birmingham	Johnny Brown	Larry Coleman
Boston	Thomas Payzant	Elizabeth Reilinger
Broward County	Franklin Till	Judie Budnick
Buffalo	Marion Canedo	Paul Buchanan
Charlotte-Mecklenberg	Eric Smith	Arthur Griffin
Chicago	Paul Vallas	Gery J. Chico
Clark County	Carlos Garcia	Mary Beth Scow
Cleveland	Barbara Byrd-Bennett	George Dixon
Columbus	Rosa Smith	Loretta Heard
Dallas	Mike Moses	Hollis Brashear
Dayton	Gerrie Bascome McGill	Joey Williams
Denver	Bernadette Romero Seick	Bennie Milliner
Des Moines	Eric Witherspoon	Mark Schuling
Detroit	Ken Brunley	Gerald Smith
El Paso	Gilberto Anzaldua	Kathy Baker
Fort Worth	Thomas Tocco	Jessie Martinez
Fresno	Santiago Wood	Manuel Nunez
Guilford County (Greensboro)	Terry Grier	Susan Mendenhall
Hillsborough County (Tampa)	Earl Lennard	Candy Olson
Houston	Kaye Stripling	Arthur Gaines
Indianapolis	Duncan Pritchett	Mary Busch
Jefferson County (Louisville)	Steve Daeschner	Ann Elmore
Long Beach	Carl Cohn	Karin Polacheck
Los Angeles	Roy Romer	Victoria Castro
Memphis	Johnny Watson	Barbara Prescott
Miami-Dade County	Roger Cuevas	Jacqueline Pepper
Milwaukee	Spence Kortè	Joe Dannecker
Minneapolis	Carol Johnson	Judith Farmer
Nashville	Bill Wise	George Thompson
Newark	Marion Bolden	Raymond Roberts
New Orleans	Alphonse Davis	Gail Glapion
New York City	Harold Levy	Sandra Lerner
Norfolk	John Simpson	Anna Dodson
Oakland	Dennis Chaconas	Jean Quan
Oklahoma City	Marvin Crawford	Ron Bogle
Omaha	John Mackiel	Mona McGregor
Orange County	Ronald Blocker	Linda Sutherland
Philadelphia	Philip Goldsmith	Dorothy Sumners-Rush
Pittsburgh	John W. Thompson	William Isler
Portland	Benjamin O. Canada	Marc Abrams
Providence	Diana Lam	Gertrude Blakey
Richmond	Albert Williams	Eugene Mason
Rochester	Clifford Janey	Bolgen Vargas
Sacramento	James Sweeney	Rick Jennings
St. Louis	Cleveland Hammonds	Marybeth McBryan
St. Paul	Patricia Harvey	Mary Thornton Philips
Salt Lake City	Darline Robles	Joel Briscoe
San Antonio	Ruben Olivarez	Thomas Lopez
San Diego	Alan Bersin	John De Beck
San Francisco	Arlene Ackerman	Dan Kelly
Seattle	Joseph Olchefske	Barbara Schaad-Lamphere
Toledo	Eugene Sanders	Terry Glazer
Tucson	Estanislado Paz	James N. Christ
Tulsa	David Sawyer	Ruth Ann Fate
Washington, D.C.	Paul Vance	Peggy Cooper-Cafritz

Council of the Great City Schools
1301 Pennsylvania Avenue, NW
Suite 702
Washington, DC 20004
(202) 393-2427

www.cgcs.org